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EXPERIENCES OF ENGLISH TEACHERS ON THE USE OF MICROLEARNING ACTIVITIES IN PROMOTING COLLABORATION AMONG STUDENTS: A PHENOMENOLOGICAL STUDY

Morgan Q. Baguio[1], Febbie Faith S. Ramos, Ph.D[2]
[1]*Author*
[2]*Co-Author*

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ABSTRACT

This phenomenological study examined the lived experiences of English teachers in utilizing microlearning activities to promote student collaboration in public secondary schools in Tagum City, Philippines. Grounded in Cognitive Load Theory, Constructivist Learning Theory, and Social Learning Theory, the study employed a qualitative research design, including in-depth interviews and focus group discussions with 14 purposively selected junior and senior high school English teachers. Thematic analysis revealed that microlearning supported collaboration through lesson chunking, time-bound tasks, peer interaction, and group-based activities, thereby increasing learner engagement and reducing academic anxiety. However, teachers encountered challenges related to limited technological access, unstable internet connectivity, classroom management issues, uneven leadership dynamics, and students' time management difficulties. To address these challenges, participants implemented adaptive strategies, including flexible instructional delivery, offline learning materials, explicit role assignments, and structured classroom routines. The findings highlight microlearning as a context-responsive pedagogical approach for fostering collaborative learning outcomes.

KEYWORDS: *Microlearning, English Teachers, Student Collaboration, Lived Experiences, Public Secondary Schools, Phenomenological Study, Tagum City Philippines.*

RESULTS

TABLE 1: Experiences of English Teachers On Using Microlearning Activities to Promote Collaboration among Students

Table 1 presents the major themes together with the corresponding core ideas derived from the participants' shared experiences and reflections on using microlearning activities to promote collaboration among students. Based on the comprehensive analysis of the participants' narratives gathered through in-depth interviews and focus group discussions, several themes were identified, reflecting the teachers' experiences in implementing microlearning strategies. After a thorough thematic analysis of the gathered responses, five major themes emerged: (1) Time Limitation in Microlearning, which highlighted the use of time constraints to maintain student focus, clarity, and efficiency; (2) Reduction of Anxiety and Pressure through Microlearning, where participants shared how microlearning alleviated students' anxiety and pressure; (3) Leadership Issues in Microlearning Group Dynamics, which emphasized challenges related to group leadership, including issues of control and trust; (4) Struggles in the Classroom and Time Management, which addressed difficulties in classroom management and students' poor time-management skills; and (5) Challenges Involving Technology in Microlearning, where issues related to unequal access to technology and internet connectivity were discussed.

Table 1
Major Themes and Core Ideas on the Experiences of English Teachers On Using Microlearning Activities to Promote Collaboration among Students

Major Themes	Core Ideas
Time Limitation in Microlearning	• Having a time limit for student focus • Succeeding through clarity and timeliness • Experiencing the use of quick tasks between short lessons • Encountering the use of short educational videos due to time constraints
Reduction of Anxiety and Pressure through Microlearning	• Microlearning lowers students' anxiety • Microlearning makes the students less pressured in schoolwork • Microlearning keeps students from feeling overwhelmed • Microlearning makes lessons less intimidating and overwhelming
	• Observing the domination of stronger leaders • Observing the leaders' inability to monitor group members

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Leadership Issues in Microlearning Group Dynamics	• Encountering the leaders' lack of trust in their group members • Acknowledging the leader's monopoly on the tasks
Struggles in the Classroom and Time Management	• Experiencing unruly classroom management • Encountering a chaotic classroom during microlearning • Observing the students' lack of time-management skills • Recognizing students' inability to cope with pressure, causing disruption
Challenges Involving Technology in Microlearning	• Noticing the inequitable availability of technology • Acknowledging the unequal access to technology • Encountering the lack of internet access • Observing the parents' inability to provide gadgets

Time Limitation in Microlearning

Teachers explained their experiences of being guided by time limitations in microlearning. They observed that time restriction served the purpose of maintaining the interest and organization of classroom activities and stimulating concentrated and effective use of time in every endeavor at learning.

It is noted that time-limited events minimized distractions and aided in maintaining focus, and IDI-002 notes it:

"It worked well because the steps were very clear and easy for the students to follow, and the time limit really helped them stay focused on what they needed to accomplish. Since they knew exactly what to do and how much time they had, they were more attentive and less distracted during the activity."

Providing concise directions within a set time frame helped students understand expectations as elaborated by IDI-003:

"It was successful because the direction was clear, klaro gyud ang instructions, and it was time-bound. Since they knew exactly what to do and pila ra ka minutes ang allotted, mas naka-focus sila and dili kaayo ma-distract during the activity."

Participants observed that such tasks helped sustain attention and supported continuous engagement throughout the lesson, as quipped by IDI-005:

"After every short clip, I gave a quick mini-task (like 3–5 items only), and then I asked them to compare answers with their group mates".

Brief videos allowed teachers to present concepts efficiently without consuming excessive instructional time, as highlighted by FGD -003:

"My positive experience involves using the short minute, like a 3-minute video."

Time limitation in microlearning functioned as an organized strategy for maintaining students' attention and participation. The findings show that teachers applied clearly defined time frames to optimize learning within brief instructional intervals.

Reduction of Anxiety and Pressure through Microlearning

The experiences of teachers in seeing how the use of microlearning minimizes anxiety and academic pressures in students in the classroom setting. According to the participants, they found a shorter and more focused format of microlearning tasks that made learning a manageable experience. This led to more willingness of students to take part and interact without fear of error.

Microlearning activities were also used to reduce anxiety in the students by reducing the size and length of activities, as noted in FGD-003:

"My positive experience involves using the short minute like a 3-minute video... which for me remediate and lower students' anxiety and provide them with relevant knowledge based on micro input".

Because tasks were brief and clearly defined, students perceived them as achievable rather than burdensome, as expressed by IDI-006:

"When the lesson is broken into smaller parts, they don't feel pressured to understand everything at once. I noticed that even those who usually stay quiet started joining in because the activity felt "kaya ko 'to."

("It was successful because the directions were very clear, and the task was time-bound. Since they knew exactly what to do and how many minutes were allotted, they were able to focus better and were less likely to become distracted during the activity.")

Participants observed that students were able to sustain engagement without experiencing cognitive overload, as noted by IDI-002:

"And since I'm teaching research, microlearning really helps prevent them from feeling overwhelmed, lalo na kung writing-heavy ang task. Mas manageable siya for them, dili sila ma-pressure kaayo, and paunti-unti nilang natatapos ang bawat part without feeling buried in the workload."

("And since I'm teaching research, microlearning really helps prevent them from feeling overwhelmed, especially when the task involves a lot of writing. It becomes more manageable for them; they do not feel too pressured, and they are able to complete each part gradually without feeling buried by the workload.")

Teachers observed that students were more open to participation when lessons were presented in a less overwhelming format, as elaborated by IDI-005.

"Even the quieter students become active because they feel they can keep up, and they're not intimidated by the lesson. In my experience, microlearning really helped my students because the lesson felt "lighter" and more manageable. Instead of overwhelming them with a long discussion".

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The reduction in anxiety and pressure that happens because of microlearning is manifested in the observation by teachers that students felt more comfortable and confident on the learning tasks they completed. Through the theme, short yet well-constructed tasks provided an enabling environment where active participation was promoted without frustrating the students.

Leadership Issues in Microlearning Group Dynamics

The experience of teachers witnessing the problem issues associated with leadership in group-based microlearning activities. Participants also explained how the unevenness of leadership in some group activities affected the short-term collaborative group dynamic. These leadership problems impacted the levels of attendance and the distribution of responsibilities among group members.

Managers usually monopolized decision-making processes, which deprived other members of an opportunity to contribute, as IDI-007 put it:

> *"The stronger learners tend to dominate, habang 'yung iba nagiging dependent na lang. Mao nang giingon nako earlier that managing subgroups is not optional it's a major part of microlearning success. Kung dili ma-structure ang group properly, may tendency nga one-man show ra siya instead of real collaboration."*
> ("The stronger learners tend to dominate, while the others simply become dependent. That is why I mentioned earlier that managing subgroups is not optional it is a major part of microlearning success. If the group is not properly structured, there is a tendency for it to turn into a one-person show rather than genuine collaboration.")

Participants noted that some group leaders struggled to monitor the participation of their members, as highlighted by IDI-001:

> *"One negative experience when conducting microlearning is that the leaders sometimes cannot properly monitor all the members, kaya may mga naiiwan or napapabayaan. Usahay dili nila ma-check tanan kay time-bound ang task, so naay members nga ma-left behind. That's where the challenge comes in, especially kung dili klaro ang roles and expectations."*
> ("One negative experience when conducting microlearning is that leaders sometimes cannot properly monitor all members, which results in some being left behind or overlooked. At times, they are unable to check everyone's progress because the task is time-bound, so certain members may fall behind. This becomes especially challenging when roles and expectations are not clearly defined.")

Encountering leaders who showed limited trust in their group members' abilities. This lack of trust led leaders to take over tasks rather than delegate responsibilities, as mentioned by IDI-002:

> *"Another negative is when the leader becomes a one-man show. Sometimes they do it because they do not trust their groupmates, so sila nalang tanan".*
> (Another challenge is when the leader becomes a one-man show. This often happens because they do not trust their groupmates, so they end up doing all the work themselves.)

Leaders often completed most of the work themselves, leaving other members as passive participants, as expressed by IDI-003:

> *"Isa pud murag mamonopolize kay mahimo na siyang one man show nalang the leader would do all the task instead of doing it with the group because it takes time kung magpaabot pa siya sa iyahang kagrupo mao lang gihapon dili magkadimao".*
> *(*Another issue is when the leader tends to monopolize the task and becomes a one-man show. The leader does all work by himself rather than working with the group since it will take time to wait for all the group members before the work is completed leading to incomplete work.

The leader problem in microlearning group dynamics showed difficulties in reaching balanced behaviors in collaborative undertakings. The theme underlines the influence of dominance, absence of extensive surveillance, trust in group interaction, and bearing common accountability among students.

Struggles in the Classroom and Time Management

The participants reported some difficulties that arose when students adapted to the time-sensitive and hectic approach of microlearning. This struggle affected class organization as well as the efficiency of group work.

The teachers indicated the presence of unruly behavior in the classroom during microlearning sessions, as described by IDI-002:

> *"My negative experience is when microlearning turns into 'micro-gulo' if classroom management is not tight. Kapag hindi klaro ang routines and expectations, nagiging magulo talaga ang flow ng activity. Usahay ma-overexcite ang students, unya ma-noisy dayon ang classroom. That's when the short task loses its structure and focus."*
> ("My negative experience is when microlearning turns chaotic if classroom management is not firm. When routines and expectations are unclear, the activity becomes disorganized, and students may become overly excited and noisy. As a result, the short task loses its structure and focus.".)

The teachers noted that in the absence of structured routines, organization of classrooms became hard to maintain as IDI-006 explained:

> *"There were times when microlearning did not go as smoothly as expected. Since the tasks are short, may mga students na mabilis matapos and nagiging maingay na, habang 'yung iba mas mabagal and nakakaramdam ng pressure. Usahay, dili pareho ang pacing nila, so ang uban ma-bored na while ang uban ma-stress. That's when classroom management becomes more challenging."*
> ("There were times when microlearning did not go as smoothly as expected. Since the tasks are short, some students finish quickly and begin to become noisy, while

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others work more slowly and start to feel pressured. At times, their pacing is not the same, so some become bored while others become stressed. That is when classroom management becomes more challenging.")

Limited time frames required students to plan and work efficiently, which not all learners were able to do, as quoted by IDI-007:

"The second root is a lack of time-management skills. Some students are not trained to work under short time limits, kaya nahihirapan silang mag-adjust sa pacing. Usahay dili sila kabalo unsaon pag-prioritize sa steps, so ma-pressure dayon sila."

("The second root is a lack of time-management skills. Some students are not trained to work under short time limits, so they struggle to adjust to the pacing. At times, they do not know how to prioritize the steps, which causes them to feel pressured.")

Teachers observed that pressure-related responses affected both individual performance and overall classroom flow, as highlighted by FGD-004:

"Some students are not accustomed to working under tight time limits, so they panic and disrupt the class, or do not know how to pace themselves effectively. Usahay ma-overwhelm sila dayon, ma-rattle, and dili kabalo unsa ang unahon nga task."

("Some students are not accustomed to working under tight time limits, so they panic and disrupt the class, or do not know how to pace themselves effectively. At times, they become overwhelmed, easily unsettled, and unsure about which task to prioritize first.")

The difficulties in classroom management and time management demonstrate the issues teachers have to sustain order and efficiency during the process of microlearning activities. The theme demonstrates that behavioral problems and the inability to easily manage time are obstacles that prevent the use of microlearning in the classroom.

Challenges Involving Technology in Microlearning

Participants stated that technology access played a major role in determining students ' participation in learning activities. Through these issues, some inequalities were brought into the limelight that influenced the reliability and efficiency of microlearning within the classroom.

According to FGD-003, the teachers mentioned that the availability of technological resources among students is changing too noticeably.

"I can recall that one of the roots of my struggles and challenges, especially the main one, is managing the uneven availability of students' technology. Hindi talaga pare-pareho ang access nila sa gadgets or internet. Usahay naay complete ang resources, pero ang uban kulang gyud, so lisod i-balance ang participation."

("I can recall that one of my main struggles is managing the uneven availability of students' technology. Their access to gadgets and internet is not the same, which makes it difficult to balance participation.")

Participants acknowledged that unequal access to technology created challenges in implementing microlearning, as expressed by FGD-005:

"One of the roots of my struggles and challenges in using microlearning to elicit student collaboration is ensuring that all students have equal access to the technology and resources in the classroom. Minsan hindi pare-pareho ang access nila sa gadgets or internet, so nagiging challenge talaga siya. Usahay naay walay device or unstable ang connection, which affects participation and group work."

("One of the roots of my struggles and challenges in using microlearning to elicit student collaboration is ensuring that all students have equal access to technology and classroom resources. At times, their access to gadgets or the internet is not the same, which makes it a real challenge. There are instances when some students do not have devices or have unstable connections, and this affects their participation and group work.")

Educators have complained that they have experienced unstable internet connections among learners. A low level of connectivity constrained the utilization of digital microlearning resources given as part of FGD-006:

"If the task requires an internet connection and I do not have stable internet in the classroom, then of course, that microlearning activity will not be successful. Kung dependent siya sa online platform, unya walay connection, lisod gyud siya i-implement. Minsan talagang doon nagkaka-problema, especially if the activity is purely digital and there's no backup plan."

("If the task requires an internet connection and I do not have stable internet in the classroom, then that microlearning activity will not be successful. If it depends on an online platform and there is no connection, it becomes very difficult to implement. That is often where the problem arises, especially when the activity is entirely digital and there is no backup plan.")

Participants noted that other parents could not afford to offer the gadgets used in microlearning. One of the shared aspects was found to be financial constraints, which were explained by IDI-004:

"Though it is a requirement to have a gadget, you know, not all parents can afford one. Mao gyud na ang reality sa atong classroom. Hindi lahat ng pamilya kayang mag-provide ng device, especially kung limited ang resources. That's why access becomes a serious concern when planning digital microlearning activities."

("Although having a gadget is a requirement, not all parents can afford to provide one. That is the reality in our classroom. Not every family has the means to supply a device, especially when resources are limited. For this reason, access becomes a serious concern when planning digital microlearning activities.")

The challenges in technology-enabled microlearning were a manifestation of continuous disparities in access and resources. The theme underlines the impact of technological constraints on student participation and the fair application of microlearning tasks.

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In summary, the experiences of English teachers using microlearning activities to promote collaboration among students, as identified through thematic analysis of interview and focus group data, highlight the challenges and benefits associated with this teaching strategy. Five key themes emerged: (1) Time Limitation in Microlearning, where teachers noted the benefits of setting time limits to keep students focused, using quick tasks between lessons, and incorporating short educational videos to manage time effectively; (2) Reduction of Anxiety and Pressure through Microlearning, which emphasized how microlearning reduces students' anxiety, minimizes pressure, and makes lessons more manageable and less overwhelming; (3) Leadership Issues in Microlearning Group Dynamics, where teachers observed leadership imbalances, such as stronger leaders dominating tasks and failing to trust or monitor group members effectively; (4) Struggles in the Classroom and Time Management, where teachers faced difficulties in managing classroom behavior and time, with students struggling to manage their time and cope with pressure; and (5) Challenges Involving Technology in Microlearning, which highlighted issues such as unequal access to technology, lack of internet access, and parents' inability to provide necessary gadgets. These findings reflect both the advantages and obstacles teachers face when integrating microlearning, particularly in relation to time management, student well-being, leadership, classroom dynamics, and technological resources.

TABLE 2: Strategies Teachers Employ To Address English Teachers' Challenges in using Microlearning Activities to Promote Collaboration among Students

Table 2 presents the major themes together with their corresponding core ideas drawn from the participants' shared experiences and perspectives. These themes reflect the strategies employed by English teachers to address the challenges they face when using microlearning activities to promote collaboration among students. The second research question inquired, "What strategies do teachers employ to address challenges in using microlearning activities to promote collaboration among students?" Based on the thematic analysis of the responses gathered through in-depth interviews and focus group discussions, several strategies emerged that illustrate how teachers navigate the obstacles of integrating microlearning effectively.

After analyzing the participants' responses, seven major themes surfaced: (1) Utilization of Shortening and Chunking in Microlearning, where teachers employed short tasks and divided lessons into manageable chunks to enhance microlearning; (2) Practice Learning, which focused on using microlearning to foster collaboration, encourage sharing of experiences, and enhance meaningful learning through brainstorming; (3) Troubleshooting through Technological Navigation and Assistance, where teachers addressed technical issues through tutorials, familiarization with applications, and designating technical assistants; (4) Employing Flexible and Offline Materials as an Alternative, which involved using offline materials and flexible delivery methods to ensure continuity in learning; (5) Enhancing Leadership and Communication in Group Work, which emphasized the importance of emotionally intelligent leaders, clear communication, and defined roles within groups; (6) Strengthening Classroom Engagement and Roles, where teachers implemented strategies such as strategic groupings, clear directions, visible time cues, and formative check-ins to keep students engaged; and (7) Structuring Tasks for Effective Classroom and Time Management, where teachers used task rubrics, clear instructions, and time-bounded tasks to manage classroom activities effectively. These strategies reflect teachers' adaptive approaches to managing the challenges of microlearning, leadership, classroom engagement, and time management while fostering collaboration and participation among students.

Table 2 displays the important themes and most important concepts of strategies that teachers use to solve the difficulties that English teachers face when applying in microlearning activities to encourage students to collaborate.

Table 2
Major Themes and Core Ideas on the Strategies Teachers Employ To Address English Teachers' Challenges in Using Microlearning Activities to Promote Collaboration among Students

Major Themes	Core Ideas
Utilization of Shortening and Chunking in Microlearning	• Implementing short activities to attain microlearning • Starting with short tasks to implement microlearning • Dividing the material into short sections • Chunking the lesson to achieve microlearning • Breaking down the lesson into relatable examples
Practice learning	• Using microlearning to enhance student collaboration • Implementing microlearning to make collaborations easier • Allowing sharing of experiences in microlearning • Attaining meaningful learning through collaboration • Enhancing collaboration through brainstorming
Troubleshooting through Technological Navigation and Assistance	• Addressing difficulties through being familiar with the application • Addressing technical difficulties through navigation tutorials • Assigning a technical assistant for seamless activity • Seeking assistance from fellow teachers

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Employing Flexible and Offline Materials as an Alternative	• Coping through flexible delivery • Preparing offline backup materials • Using downloaded materials during class
Enhancing Leadership and Communication in Group Work	• Tapping emotionally intelligent leaders • Having open communication with the leaders • Assigning clear group roles and instructions
Strengthening Classroom Engagement and Roles	• Reminding the students of their contributions • Moving around to enhance classroom engagement • Having strategic groupings and clear directions • Establishing visible time cues and transition signals • Integrating quick formative check-ins to monitor participation and understanding
Structuring Tasks for Effective Classroom and Time Management	• Showing the task rubric or criteria • Having explicit instructions for the task • Having time-bounded tasks • Assigning clearly defined roles within groups • Providing short modeling or examples before task execution

Utilization of Shortening and Chunking in Microlearning

Based on the interview with the teachers, one of the major reasons teachers deliberately shortened lessons and divided content into smaller, manageable chunks was to structure instruction effectively. This would allow students to maintain attention, to be engaged with tasks over a short span of time, and to meet their different attention spans, learning speed, and collaboration needs in micro learning settings.

Teachers indicated that they used short activities as a basic practice in attaining microlearning. These quick activities range from five to ten minutes, as elaborated by IDI-002:

"Sa SPA class, they are used to short bursts of performance and creativity, naanad na gyud sila sa mga quick outputs. When I give microlearning tasks like 5 to 10 minutes lang, mas dali sila maka-adjust and makaperform. Hindi na sila masyadong na-o-overwhelm, kay kabalo na sila mo-work within short time frames. It really matches their training and creative energy."

("In the SPA class, they are used to short bursts of performance and creativity, and they are already accustomed to producing quick outputs. When I give microlearning tasks that last only five to ten minutes, they are able to adjust and perform more easily. They do not feel too overwhelmed because they know how to work within short time frames. It really matches their training and creative energy.")

Participants emphasized beginning lessons with short tasks to gradually introduce learning content. IDI-003 mentioned that:

"I believe that microlearning will last for a very short period... You have to give them a certain situation, and you just have to instruct the class that in 5 minutes, you can already write your own script and perform it within a certain period before the class ends".

Teachers described dividing instructional material into short sections to make lessons more accessible. IDI-006 expressed:

"Instead of letting them read a long text all at once, I divided the story into short sections. Each group was assigned one part, and their job was to explain what happened using their own words".

FGD-007 added that:

"What I did was implement microlearning by dividing the different kinds of verbals across just one week, ginagmay nako siya gi-break down per day. Hindi ko siya binigay nang sabay-sabay para hindi sila ma-overwhelm. Usahay one type per session lang, then practice agad. That way, mas dali nila ma-digest ang lesson and apply it immediately."

("I implemented microlearning by dividing the different kinds of verbals across one week and teaching one type per session. I avoided presenting them all at once to prevent overwhelming the students, which helped them understand and apply the lesson more easily.")

Chunking lessons emerged as a deliberate instructional strategy to support microlearning, as noted by IDI-001:

"So I chunked the lesson and provided a series of activities para masundan nila step by step. Hindi ko siya binuhos nang isang bagsakan; hinati ko talaga into smaller parts. Aron dili sila ma-overwhelm, each activity had a clear focus and output. That way, they could learn gradually and build understanding with each task."

("So I chunked the lesson and provided a series of activities so they could follow it step by step. I did not present everything at once; I deliberately divided it into smaller parts. To prevent them from feeling overwhelmed, each activity had a clear focus and output. That way, they were able to learn gradually and build their understanding with each task.")

Participants emphasized the need to divide lessons into relatable examples to facilitate understanding, as explained by FGD-005:

"By breaking it into smaller, relatable examples using everyday scenarios, this will help students grasp the concept more easily and apply it to the complex".

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Shortening and chunking employed in microlearning is an intentional use of teaching methods as teachers strive to make education easily manageable and learner-centered. Teachers put into place an environment that enhanced sustained attention and effective interaction by organizing lessons into short, focused, and familiar bits.

Practice Learning

The teachers intentionally introduced collaborative components into microlearning activities to further improve the interaction of students. These activities were concise and focused, according to participants, which naturally facilitated peer interaction and, therefore, collaboration was an inherent element of the learning process, not an added option.

The participants noted that microlearning established more common chances of interaction and problem-solving with peers, and IDI-003 adds:

> *"Microlearning is helpful because in this way the collaboration among students is served, and then their communication skills will also be enhanced, and of course, you will also see which students are really cooperative and are ready to be with the groups".*

According to the participants, the simplification of tasks facilitated the process of collaboration through microlearning. Short and clearly defined activities allowed students to understand their roles within the group more easily, as highlighted by IDI-005:

> *"In my experience, microlearning tends to make collaboration more manageable because the lessons feel lighter and less intimidating for students. Since the tasks are shorter and more focused, learners seem more open to participating in group activities. They do not feel overwhelmed by the workload, which makes them more willing to share ideas and contribute. As a result, collaboration becomes smoother and more natural within the classroom."*

Participants observed that this sharing contributed to richer group discussions and stronger peer connections, as mentioned by IDI-007:

> *"Based on my observation, teachers who used the strategy of microlearning allow the students to share their learnings and experiences without hesitation".*

Working with peers enabled students to clarify ideas, exchange perspectives, and deepen their understanding of lesson content by FGD-002:

> *"Microlearning guides learners through manageable content, flexibility because of collaborative tasks, peer feedback, and community learning, allowing learners to engage in socially contextualized, meaningful learning on their own".*

Short brainstorming sessions allowed students to generate ideas quickly and collectively, as expressed by FGD-003:

> *"Sharing short videos or stories that my students collaborate in groups to have, like brainstorming or exchange information, so that they could enhance their peer in socially and mentally, of course, enhance their intellect as they have each other".*

The integration of collaboration into microlearning demonstrates how teachers purposefully design brief, well-structured activities to encourage student interaction. Through these microlearning tasks, opportunities for collaboration became more attainable, fostering active engagement and meaningful learning experiences among learners.

Troubleshooting through Technological Navigation and Assistance

The teaching staff used troubleshooting and tutorials, as well as peer support, to maintain the instructional process and student interest. The adaptive strategies emphasize teamwork and resiliency; however, the central issue was the lack of continuity in lessons due to the constant technical problems and uneven digital literacy levels that demanded joint problem-solving to continue effective education initially.

The participants characterized troubleshooting as an informal and team-based activity that helped them to preserve the instructional flow regardless of the technical limitations. The teachers could reduce the occurrence of disruptions and keep the learners engaged through familiarity, guidance, and shared responsibility.

Teachers could predict the possible issues and modify their teaching methods as they grew familiar with the functionality of the platform, which was stated in IDI-007:

> *"First, as a teacher, you really need to be familiar with the lesson and the application you're going to use. Kailangan kabisado mo muna ang flow and the features of the platform before implementing it. Aron kung naay technical difficulties, dili ka mataranta and you can respond calmly. That preparation helps maintain the class momentum and keeps students focused."*
> ("First, as a teacher, you need to be familiar with the lesson and the application you will use. You should understand the flow and features of the platform so you can handle any technical difficulties calmly. This preparation helps maintain class momentum and keeps students focused.")

Teachers noted that navigation tutorials served as practical references when encountering unfamiliar functions or system errors. FGD-005 expressed that:

> *"I address technical difficulties by creating tutorials I engaged technology kasi not everybody can do it provided not everybody have this technology intelligence".*
> ("I address technical difficulties by creating tutorials. I engaged technology because not everybody can do it, provided not everybody has this technological intelligence".)

Having a special assistant made the process of learning smoother and less stressful, as reported by FGD-001:

> *"Sometimes I also assign one student as a 'tech assistant' sa bawat group para tuloy-tuloy ang flow ng activity. Kung may small technical issue, siya muna ang mag-check*

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before it reaches me. Aron dili mahunong ang momentum sa task, naa dayon someone in charge. It really helps keep the microlearning cycle smooth and organized."
("Sometimes I assign one student as a 'tech assistant' in each group to ensure the activity flows continuously. If there is a small technical issue, that student checks it first before bringing it to me. This prevents the task from losing momentum because someone is immediately responsible. It helps keep the microlearning cycle smooth and organized.".)

The colleagues provided support, which promoted a sense of responsibility and increased confidence in the usage of digital tools. As elaborated by FGD-006:

"For technology integration...aside from that, I never forget to seek assistance from my fellow teachers, especially from my mentors".

The aspect of technological navigation and assistance through troubleshooting involved flexibility, teamwork, and lifelong learning. Through personal acquaintance and the assistance of the group, educators succeeded in overcoming technical issues and preserving quality classroom interaction at the same time.

Employing Flexible and Offline Materials as an Alternative
The teachers employed the flexibility of delivery models and offline materials to enable them to maintain the lesson-flow and reduce disruptions. Although these strategies guaranteed that the learning process would be continuous, the greatest problem in this context was the inconsistent internet connections and disparity between access to digital devices, necessitating flexibility and readiness to continue impactful teaching.

Participants viewed flexibility not merely as a backup option but as an intentional teaching approach that ensured continuous learning. By adapting different modes of delivery, teachers were able to sustain lessons and minimize disruptions in classroom instruction.

They adjusted the pacing, modified activities, and alternated between digital and non-digital formats whenever necessary, as shared by FGD-002.

"I cope by planning microlearning with flexible delivery, hindi lang ako umaasa sa isang format. I prepare both high-tech and low-tech versions of the same task para ready ko bisan unsa ang situation. Kung naay internet, we go digital; kung wala, naa koy printed or offline backup. That way, dili gyud ma-stop ang learning process."
("I cope by planning microlearning with flexible delivery and not relying on just one format. I prepare both high-tech and low-tech versions of the same task so that I am ready for any situation. If there is internet access, we go digital; if not, I have printed or offline backups. That way, the learning process does not stop.")

Online resources were unavailable, and this is where printed handouts, worksheets, and non-digital tasks became the most reliable options, as IDI-005 marked:

"I prepare backups offline copies, saved videos, screenshots, or printed tasks so learning continues even with weak internet or limited devices."

Students said that they used previously downloaded resources to proceed with lessons even when there was unstable internet connectivity. As mentioned by FGD-004:

"If hinay ang net, I use short clips nga downloaded na, or even TV commercials saved offline".
(If the internet is slow, I use short clips that are already downloaded, or even TV commercials saved offline.)

Flexible and offline materials helped the teachers to maneuver through teaching obstacles in a more accommodating and better-equipped manner. The teachers who incorporated alternative sources into their teaching practices made sure the learning process was continuous, and the loss that could be caused by technological constraints was reduced by including the alternative resources.

Enhancing Leadership and Communication in Group Work
Affirmative leadership and effective interpersonal communication were supported when group activities were highly organized, and there was less conflict. Irregular placement of the role, along with poor communication methods, though not the primary advantage, was the central issue that impeded group cohesion and prevented the involvement initially.

Good cooperation in group work is informed by good leadership and communication. The members noted that group members tend to be more engaged, valued, and motivated when having a supportive leadership style and clear channels of communication. All these factors make a team more productive by making collaboration well-structured and less antagonistic.

Students confirmed that emotionally intelligent leaders are key in ensuring that the group is at peace with one another, and group members are sensitive to the feelings and needs of the members, as IDI-004 put it:

"You can tap those who have high EQ and High EQ to help you manage those students who are struggling. I think this is the best strategy that I applied when conducting this microlearning".

Free flow of information to leaders has enabled the group members to express their ideas, concerns, and clarifications freely without being judged according to IDI-003:

"Have an open communication with the leaders because they are the ones who lead the group and make sure that all members are really working on the tasks given".

As IDI-005 depicts, when expectations are well communicated, the members are assured of performing their duties, which was evident among the participants:

"I also assign specific group roles and set clear, timed outputs para siguradong may participation ang bawat isa. Hindi pwedeng may isang tahimik lang sa gilid; may responsibility talaga ang bawat member. Aron klaro gyud ang expectations, I explain the task step by step before we

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start. Once simple ang instructions and defined ang roles, mas smooth and effective ang collaboration."
("I also assign specific group roles and set clear, timed outputs to ensure that everyone participates. No one is allowed to remain silent on the side; each member has a clear responsibility. To make expectations clear, I explain the task step by step before we begin. When the instructions are simple and the roles are clearly defined, collaboration becomes smoother and more effective.")

According to the participants, enhancing leadership and communication in group work allowed participants to cooperate in a better way and with fewer interpersonal issues. Emotional intelligence leadership, free communication, and articulated tasks all helped give the group a more unified and meaningful experience as observed through IDI-005:

Strengthening Classroom Engagement and Roles

Whether through the reinforcement of student roles, preserving teacher presence, or clear instructions to the students, deliberate classroom activities contribute to the maintenance of engagement and accountability in collaborative practices. Although these measures were practical, the primary issue was the lack of consistent attendance of students and different levels of confidence that prevented an initial interaction and had to be addressed directly by the teacher, thereby promoting inclusivity and attention.

Many benefits are achieved through purposeful classroom activities and practices, which make it easy to maintain learner engagement and explain the role that the learners play during activities. Participantscomplained that learners are more participative and attentive when teachers actively reinforce the role of the students and are present in the classrooms. These measures helped build a learning atmosphere and make students responsible for their role in learning and closer to the task in question.

The constant reminders that students were making individual and collective contributions allowed the students to become aware of their role in the learning process, as explained by IDI-006:

"If students are not collaborating, I remind them that group work means everyone should contribute even in a small way".

Mobility of teachers in the classroom was reported to be a good measure to help keep students attentive and engaged, and teacher FGD-004 made this comment:

"Then I move around the room—kanang teacher presence—para ma-push sila gently to engage. Sometimes they do not talk because they are shy or confused. So I give guide questions and a sample answer".

(Then I move around the room to maintain teacher presence and gently encourage them to engage. Sometimes they do not participate because they are shy or confused, so I provide guide questions and a sample answer.)

Strategic grouping and clear directions were seen as essential in promoting smoother collaboration among students, as highlighted by IDI-002:

"For me, strategies should be consistent: strategic grouping, clear directions".

Enhancing roles and classroom activities has been used to make the learning process more interactive and organized. With support in terms of student contributions, active teacher presence, and systematic organization, the classrooms became more inclusive, purposeful, and collaborative.

Structuring Tasks for Effective Classroom and Time Management

In spite of these practical strategies, the main issue was that there was no consistent clarity of tasks and time management, because of which the instructional process was disrupted and confused at the beginning.

Properly designed tasks facilitated instructional processes as well as effective utilization of classroom time. The participants said that having a clear organization of tasks allowed for reducing confusion and keeping learners focused, and facilitating the flow of activities within the given timeframe. This allowed teachers to strike the right balance in providing content and interacting with students, which was achieved through strategic organization.

The participants stated that students understood what was required of them through the presentation of the task rubric or criteria, as stated in IDI-002:

"Then I always show the rubric or criteria before the task starts. If they know what to aim for, they work better".

With the well-defined directions, students could work more autonomously and could stay focused, which was articulated with the help of FGD-002:

"The strategies that I will use to design micro tasks with built-in collaborative rules providing explicit instruction on how collaborations should occur".

Participants observed that setting clear time limits created a sense of urgency without causing excessive pressure, as noted by IDI-003:

"Then the activities should be time-bounded".

Structuring tasks effectively improved classroom organization and time management. The use of clear criteria, explicit instructions, and defined time frames enabled both teachers and students to engage in purposeful, efficient, and goal-oriented learning experiences.

Table 2 highlights the strategies employed by English teachers to address challenges in using microlearning activities to promote collaboration among students. These strategies, drawn from the participants' shared experiences, reflect the teachers' adaptive approaches to overcoming obstacles in the classroom.

The analysis revealed several major themes: (1) Utilization of Shortening and Chunking in Microlearning, which involves breaking lessons into shorter tasks and relatable examples to

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enhance microlearning; (2) Practice Learning, where microlearning is used to improve collaboration, share experiences, and foster meaningful learning through brainstorming; (3) Troubleshooting through Technological Navigation and Assistance, addressing technical issues with the help of familiarization, tutorials, and designated assistants; (4) Employing Flexible and Offline Materials as an Alternative, ensuring continuity through flexible delivery and offline materials; (5) Enhancing Leadership and Communication in Group Work, emphasizing emotionally intelligent leaders, clear roles, and open communication; (6) Strengthening Classroom Engagement and Roles, with strategies such as groupings, time cues, and formative check-ins to improve student participation and engagement; and (7) Structuring Tasks for Effective Classroom and Time Management, involving clear instructions, time-bounded tasks, and defined roles to maintain order and efficiency in the classroom. These strategies demonstrate teachers' proactive and flexible methods to foster collaboration and manage the complexities of microlearning in their classrooms.

TABLE 3: Insights of English Teachers from their Experiences Using Microlearning Activities to Promote Student Collaboration

Table 3 presents the insights of English teachers based on their experiences using microlearning activities to promote student collaboration. These insights highlight the teachers' reflections on the effectiveness and impact of microlearning in fostering collaboration and enhancing learning. Five major themes emerged from the analysis: (1) Promote Student Collaboration through Microlearning Practices, which emphasizes the benefits of intergroup engagement, group feedback, teamwork, and peer-to-peer learning in strengthening collaboration; (2) Foster Clarity and Reflective Learning Practices, which underscores the importance of clear instructions, roles, and expectations to enhance openness and consistency in classroom interaction; (3) Microlearning as Authentic and Reflective Learning Practice, where teachers recognized the value of connecting microlearning to real-life situations, making it a practical and introspective learning experience; (4) Strengthen Teaching through Training, highlighting the need for continuous teacher training and expertise in microlearning to effectively implement these strategies; and (5) Cater the Varied Learning Styles of Students, which focuses on accommodating diverse learning styles and proficiency levels through differentiated groupings and inclusive microlearning practices. These insights reflect teachers' belief in the power of microlearning to enhance collaboration, clarity, and adaptability in meeting the diverse needs of students.

Table 3

The Insights of English Teachers from their Experiences Using Microlearning Activities to Promote Student Collaboration

Major Themes	Core Ideas
Promote Student Collaboration through Microlearning Practices	• Observe enhanced collaboration through intergroup engagements • Realize that group feedback reinforces accountability • Build teamwork and understanding through effective planning • Have the students learn directly from their peers • Make collaboration organic through microlearning • Strengthen collaboration through repeated engagements
Foster Clarity and Reflective Learning Practices	• Realize the simplicity and clarity of microlearning • Understand that clarity facilitates openness in classroom interaction • Realize the significance of clarity in instructions, roles, and output • Have clarity of instructions is the best practice • Emphasize the importance of clarity in the mechanics • Have consistency and clarity in routine as a best practice
Microlearning as Authentic and Reflective Learning Practice	• Microlearning is meaningful when connected to reality • Microlearning should mirror real-life situations • Microlearning as a practical way to learn English • Microlearning as a way for introspection
Strengthen Teaching through Training	• Provide the needed for training due to the complexity of microlearning • Realize the importance of continuous learning as teachers • Understand the significance of know-how in microlearning
Cater the Varied Learning Styles of students	• Consider multiple intelligences in microlearning • Use groupings according to the students' proficiency level • Accommodate mixed-ability learners through microlearning

Promote Student Collaboration through Microlearning Practices

Results indicate that microlearning practices provided substantial student collaboration opportunities through the organisation of learning into short, focused, and interactive activities. Educators also found that the ease of microlearning promoted active learning and facilitated collaborative learning amongst students. Consequently, teamwork became not an imposed necessity but an extension of the teaching plan.

It was noted by teachers that intergroup interactions during micro learning activities helped students to engage with

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nonmembers of the group they were part of at that moment. As revealed by IDI-001:

> *"I also observed that collaboration becomes stronger when students are allowed to interact beyond their own groups. When I let other groups give comments or recommendations on a group's performance, students become more motivated and engaged. They prepare better because they know their work will be seen and evaluated by their peers. This practice helps them develop respectful behavior, teamwork, and the ability to accept constructive feedback."*

When the learners were aware that they would have their work reviewed by peers, they became more aware of their role and contributions. IDI-004 mentioned:

> *"Also, I realized that the quick group feedback after every micro-task strengthens accountability students realize, "Kailangan kong makisali kasi may output agad."*
>
> (I also realized that quick group feedback after every micro-task strengthens accountability-students realize that they need to participate because there is an immediate output.)

Students were taught to listen, compromise, and work with peers through well-planned activities. As expressed by IDI-005:

> *"My takeaway is that microlearning becomes effective when it is planned and consistent, because it builds both understanding and teamwork."*

Students felt more confident in letting go of a concept to another student. According to the teachers, peer learning enabled the lesson to become more relatable and less intimidating to certain learners. As elaborated by IDI-007:

> *"As a teacher, this is really a nice strategy since it allows the student to really engage in a specific and particular learning environment wherein they have direct learning experience with their co-peers."*

The need to collaborate to accomplish the microlearning tasks became more natural since these activities involved exchange and mutual effort. FGD-001 highlighted that:

> *"I also noticed nga microlearning makes collaboration more natural kay they only focus on one small goal at a time. Then later, makita nila nga naa diay silay contribution, so slowly mu-improve ilang communication and teamwork."*
>
> (I noticed that in microlearning, collaboration comes naturally because learners focus on one small goal at a time. Then later, they will feel that they have contributed to the output, and slowly they will improve their communication and teamwork.)

Students developed collaborative competencies after repeated exposure to microlearning activities. FGD-002 illustrated:

> *"Also, microlearning supports collaborative learning because it gives repeated chances for interaction, short cycles of discuss, share, and reflect. Over time, students build the habit of listening to others and contributing their own ideas."*

Foster Clarity and Reflective Learning Practices

The implementation of microlearning practices in the promotion of student collaboration allowed students to be more active, responsible, and self-assured about their interaction with their peers.

Understanding is a key issue in the effective execution of microlearning activities. The teachers stressed that students are better prepared to participate and to cooperate in the situation when the lessons, instructions, and expectations are clear.

Participants understood that the simplicity of microlearning is inherently conducive to clarity when delivering the lesson. As IDI-005 quipped that:

> *"I realize teachers do not needfancy tools—simple materials work as long as goals and instructions are clear."*

Students were freer to exchange ideas and pose questions when they were clear on what was expected of them. As FGD-002 illustrated:

> *"When students receive small and clear tasks, they become more open to interacting because they are not pressured to be "perfect."*

The educators stressed that clear instructions, group roles, and anticipated outputs were useful to get students to work more productively. FGD-006 stated:

> *"I realized, sir, that short tasks alone are not enough there must be clear instructions, roles, and clear expected output."*

Clarity of instructions emerged as the best practice in implementing microlearning. IDI-002 contended that:

> *"My best practices are: clear mechanics, clear success criteria, time limits, and rubrics. I also make sure the output is concrete—something they can submit or present within the micro time frame."*

Precise mechanics also prevented misunderstandings that could disrupt collaboration. As IDI-003 underscored:

> *"Mechanics instructions should be clear so that students know what to do. This is the best thing that you should have. It should be time-bound and the rubrics."*

The regularity of practices strengthened the precision of the microlearning execution. IDI-006 illustrated that:

> *"My best practices include variety and consistency. Consistency and clarity in routine—clear directions, roles, time, and reflection."*

Microlearning as Authentic and Reflective Learning Practice

Microlearning can be more visible upon immediate contextualization of an actual situation in a lesson. The instructors noted that assignments were clearer and more comprehensible when they were related closely to their

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situations, which they recognized and could relate to. This relationship brought microlearning closer to the point and made it easier for a learner to process.

The educators found that tasks that were based on the everyday experience of students made microlearning more meaningful. As IDI-001 posited:

"Another important insight I gained is that microlearning activities are more meaningful when they are connected to real-life experiences."

The educators found that students were more engaged whenever assignments were closer to real life or realistic conversations. As IDI-004 illustrated:

"From my experience, microlearning activities really work best when they mirror real-life situations yung tipong practical at may purpose, hindi lang activity for compliance."

(From my experience, microlearning activities really work best when they mirror real-life situations- practical and meaningful- not just an activity just for compliance.)

Learners were more motivated by the view of the usefulness of activities. As FGD-007 observed that:

"My insight sir is microlearning is practical and realistic in our setting, especially sa English nga daghan ug skills involved like reading, speaking, writing."

(My insights, sir, in microlearning are practical and realistic in our setting, especially since the English subject has many skills to be enhanced, like reading, speaking, and writing.)

Microlearning activities allowed students to process feedback thoughtfully. As FGD-004 mentioned:

"I also learned nga microlearning works best when there is processing after like "unsa inyong na-realize?" para dili siya mahimong activity lang."

(I also learned that microlearning works best when there is processing after, like asking what your realizations are? So that it is not just part of an activity)

Strengthen Teaching through Microlearning Training

In order to achieve the effectiveness of microlearning, teachers need to pursue instruction design training that will help them ensure that the bite-sized content is profound and comprehensible. Life-long learning makes teachers flexible in the digitized world and sets out slow, gradual behaviors of contemporary students' success. The know-how of mastery of the science of memory enables the instructor to transform the little into potential potions of the long-term retention and lucrative proficiencies.

The IDI-003 revealed that teachers noted that microlearning requires training implementation since it is very complex.

"There should be training on this one. It's not easy to have this strategy- the microlearning".

Another aspect taught by the teachers that particularly received significant assertions was the need to learn continuously especially, how to navigate technology in the teaching and learning process, citing IDI-001.

"I realized that continuous learning as a teacher is essential. I make it a point to join trainings and seminars on technology and microlearning whenever possible, even if they require time and effort."

The teachers should attempt not only to grasp what microlearning is but also its intentional use, as IDI-002 described.

"Teachers need to learn how to design micro-tasks that are meaningful, not just short. My insight is that microlearning is powerful, but it needs training and mentoring."

Cater the Varied Learning Styles of Students

Microlearning lets teachers customize their teaching by providing a collection of multimodal material that is intelligence-specific, so the students can be provided with snippets of information on their level of skills and cognitive needs. This approach creates a low-friction learning channel tailored to the individual, with the help of targeted, regulated, and readily accessible training to address gaps in skills.

Regarding microlearning, the multiple intelligences of the learners must be considered, as indicated by IDI-002.

"Also, we must consider multiple intelligences. In SPA, students have strengths in arts, performance, and creativity, so microlearning should use those strengths while still developing research skills."

Moreover, the focus of IDI-003 is to group learners based on proficiency level or strengths.

"You also have to understand that students have multiple intelligences. You could group them in your microlearning by level if they are good in numbers, visual arts, spatial, and the like. Give more time when you wish to have microlearning in the class."

However, there should be accommodation for learners with mixed learning abilities, as noted in FGD-004.

"My insight, sir, is that microlearning is very helpful, especially for mixed-ability learners. Some students are fast, some are slow, so if the lesson is chunked, everybody has a chance to catch up."

Table 3 presents the insights of English teachers based on their experiences using microlearning activities to promote student collaboration. These insights reflect the teachers' perceptions of the benefits and challenges of microlearning. Five key themes emerged: (1) Promote Student Collaboration through Microlearning Practices, highlighting how intergroup engagements, group feedback, effective planning, and peer learning enhance collaboration and accountability among students; (2) Foster Clarity and Reflective Learning Practices, emphasizing the importance of clear instructions, roles, and routines to facilitate open classroom interaction and reflective learning; (3) Microlearning as Authentic and Reflective

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Learning Practice, where teachers recognized microlearning as a meaningful and practical way to connect lessons to real-life situations and encourage introspection; (4) Strengthen Teaching through Training, stressing the need for continuous professional development to effectively implement microlearning strategies; and (5) Cater the Varied Learning Styles of Students, focusing on accommodating diverse learning styles by using groupings based on proficiency levels and catering to mixed-ability learners. These insights showcase the teachers' recognition of microlearning's potential to improve collaboration, clarity, and adaptability in meeting the needs of diverse students.

LIMITATIONS

This phenomenological study focuses on understanding the lived experiences of junior and senior high school English teachers who employ microlearning to foster collaboration in their classrooms. It is delimited to 14 English public school teachers from the Tagum City Division who were purposively selected based on their sustained experience in implementing microlearning strategies. The emphasis on public school contexts recognizes the realities of large class sizes, constrained resources, and standardized curricular demands that shape instructional practices.

These conditions provide a meaningful setting for examining how microlearning is adapted and enacted in everyday teaching. Data collection was conducted from January to March of School Year 2024–2025.The scope of the study is intentionally narrow, as it seeks depth of understanding rather than breadth of coverage. By engaging only a limited number of participants, the research prioritizes rich, detailed accounts of teaching experiences over statistical representation. The phenomenological design allows teachers to articulate their personal experiences, strategies, and reflections related to collaborative microlearning. Consequently, the findings are grounded in specific classroom realities rather than intended to represent all English teaching contexts.

Several limitations are inherent in this approach. The reliance on self-reported narratives means that the data may be influenced by participants' perspectives, memories, and interpretations of their experiences. Additionally, the inductive nature of analysis may reflect contextual and experiential biases shaped by the unique challenges faced by the selected teachers. As such, the results should be understood as illustrative insights into particular lived experiences, offering conceptual and practical implications rather than universal generalizations.

NOVELTY

This study contributes novel insights by offering a phenomenological exploration of English teachers' lived experiences in implementing microlearning activities to promote student collaboration in public secondary schools within the Division of Tagum City. While existing literature largely emphasizes the instructional efficiency, technological integration, or cognitive benefits of microlearning, this research uniquely foregrounds the experiential, contextual, and collaborative dimensions of microlearning as narrated by teachers themselves

Unlike prior studies that focus predominantly on student outcomes or digital tool effectiveness, this investigation centers on teachers' professional realities—highlighting how microlearning operates within time constraints, classroom management challenges, leadership dynamics, technological limitations, and mixed-ability environments. It advances the discourse by framing microlearning not merely as a digital strategy, but as a context-responsive pedagogical design shaped by public school conditions, resource disparities, and collaborative demands.

Furthermore, the study uncovers the dual character of microlearning: while it reduces learner anxiety and enhances engagement through structured chunking and time-bound tasks, it simultaneously introduces challenges related to group dominance, pacing disparities, and inequitable technological access. By documenting teachers' adaptive coping mechanisms—such as role structuring, flexible delivery modes, offline alternatives, troubleshooting strategies, and intentional scaffolding—this research provides grounded evidence of how microlearning can be sustained even in low-resource settings.
Another distinctive contribution lies in its integration of Cognitive Load Theory, Constructivist Learning Theory, and Social Learning Theory within actual classroom narratives. Rather than applying these theories abstractly, the study demonstrates how teachers operationalize chunking to regulate cognitive load, structure collaborative tasks to reflect Vygotskian social construction, and utilize peer modeling aligned with Bandura's principles of observational learning. This theory-to-practice alignment strengthens the pedagogical validity of microlearning within language education contexts.

Importantly, this research offers context-sensitive evidence from Philippine public secondary schools—an area still underrepresented in global microlearning scholarship. By situating findings within the realities of Tagum City's educational landscape, the study informs localized policy considerations, professional development frameworks, and instructional planning models tailored to collaborative and technology-variable environments.

Ultimately, the novelty of this study lies in repositioning microlearning as a collaborative, adaptive, and human-centered instructional ecosystem—one that is shaped not only by digital innovation but by teacher agency, contextual responsiveness, and sustained reflective practice.

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