Boosting Pedagogical Innovation in Grammar Class among EFL Learners through Microclass Teaching Strategies

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Abstract

Microclass is a teaching strategy which involves dividing large classes into smaller, more manageable groups. These smaller classes are managed by learner facilitators who have received microteaching training and take on teacher-like responsibilities such as facilitating learner activities, assessing work, leading discussions, and providing feedback. This research was conducted at one of the Islamic universities in Ponorogo, Indonesia, employing an exploratory sequential research design with a triangulation method. Data was gathered through semi-structured interviews with eight learner facilitators, questionnaires from 32 learners, and classroom observations. Descriptive analysis was applied to evaluate the role of lecturers and learner facilitators, the level of involvement, and the impact of microclass on the English language teaching process. The finding shows that lecturers and learner facilitators worked together responsibly and effectively to implement microclass. Lecturers conducted microteaching sessions, observed the classes, consulted with learners, and provided feedback. Meanwhile, learner facilitators took on roles as motivators, collaborators, discussants, and initiators, employing techniques such as pairing and scaffolding throughout microclass stages. This collaborative approach resulted in a well-organized classroom. Additionally, the innovative microclass format significantly enhanced learner participation in the learning process, leading to the development of soft skills such as problem-solving, teamwork, and self-confidence. It enables language lecturers to engage learners while developing language and 21st-century soft skills, and it therefore merits further exploration.

Keywords: English language teaching, innovation, microclass, pedagogy.

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1. INTRODUCTION

The educational system plays a crucial role in fostering well-rounded individuals, nurturing their knowledge, abilities, and behavior. Academic establishments ought to embrace effective pedagogical methods and strategies to enhance results, thereby tackling the complexities of a rapidly evolving world and the increasing diversity among learners in the globalization of education. Pedagogical content knowledge offers a comprehensive framework that guides educators in tackling crucial issues within the realm of education (Nind, 2020; Zhang et al., 2024). It aligns with microclass teaching strategies as both emphasize adapting teaching to meet learners' specific needs. Microclass allows educators to apply pedagogical content knowledge more effectively by providing personalized attention and modifying their teaching strategies during a lesson based on learner responses, comprehension, or engagement. Moreover, educators and researchers within the field of EFL education are urged to innovate from significant theories and approaches within the education system. This is essential for preparing learners, recognizing individuality, and fostering knowledge for personal and professional growth.

Giving priority to innovative solutions can fulfill the primary objectives of higher education institutions. This leads to cost-effective operations and efficient instructional practices within the school. Recent research indicates that innovation at the classroom level leads to improved effectiveness in educational systems. While innovative educational systems typically entail higher expenses compared to non-innovative ones, the issue with less innovative systems lies in lower learner satisfaction levels (Star, 2023; Tuithof et al., 2023). Furthermore, the widespread promotion of higher education results in a variety of adjustments, challenges, and difficulties in instructional delivery. However, the pursuit of innovative pedagogy should not compromise education quality (Munir & Ulfatin, 2023).

The issues surrounding lecturers' involvement, learner participation, and the English teaching process are critical for effective learning in microclass settings. Lecturers must be aware of their responsibilities as facilitators, employing diverse engagement strategies to stimulate learners' interest and giving feedback to optimize learning outcomes (Sanyal, 2024). Meanwhile, Ginting (2021) assumes that learner involvement is essential; factors influencing participation, such as motivation and peer interaction, must be addressed to promote a collaborative learning environment. Encouraging language acquisition requires the integration of microclass strategies with effective pedagogical methodologies, especially when it comes to grammar teaching. Optimizing the use of teaching resources and creating a clear framework for assessing learning outcomes will further improve the effectiveness of microclass activities, leading to enhanced English teaching processes.

The study focuses solely on evaluating the responsibility of lecturers and learner facilitators, learners' engagement, and the efficacy of retrieval practice in connection with microclass activities, without incorporating evaluation of deductive inference. A significant research scarcity exists in understanding how microclass can specifically optimize grammar instruction, as the existing literature primarily addresses broader pedagogical strategies without delving into their application in teaching grammar. This gap emphasizes a critical research problem, including the lack of comprehensive frameworks that integrate microclass strategies into grammar teaching. Despite the potential of microclass to optimize learner engagement and learner outcomes, there remains insufficient empirical evidence on its effectiveness in this context. The findings of this research can assist in improving grammar teaching and learning by encouraging learners to learn the basics and to participate more actively.

This research addresses the problem by assessing the effectiveness of microclass pedagogy in English language teaching and explores the following questions:
1. How is the responsibility of lecturers and learner facilitators during microclass implementation in the teaching and learning process?
2. To what extent do learners participate in microclass?
3. To what extent does the integration of activities into microclass enhance English language teaching process?

2.   LITERATURE REVIEW

2.1   Microclass as a Framework for Collaborative and Effective Learning

Curriculum, lecturers, and learners form the cornerstone of a productive classroom environment. Nevertheless, the effectiveness of this synergy primarily hinges on the teaching technique. The prevailing approach in theory for achieving an educational objective is social constructivism as advocated by Dekker et al. (2023) emphasizing that learning is inherently social. This method encompasses cooperative learning, group or peer learning, and collaborative teaching (Haleem et al., 2022), and other techniques aimed at facilitating learners' engagement with the course content integrated into the curriculum effectively (Karim, 2021; Suryani et al., 2023).

Microclass is a teaching strategy where a large class is divided into smaller groups, allowing for greater interaction and individualized attention (Saura & Mamaoag, 2023). In microclass, a larger class is divided into smaller groups, each led by a learner facilitator. The facilitator is responsible for delivering content and teaching group members through microteaching practice. In this context, microteaching can be considered a part of a microclass. Microclass provides the framework for learning in smaller groups, while microteaching is the method employed by the learner facilitator to teach content to group members. Therefore, microteaching serves as a teaching technique applied within the microclass setting.
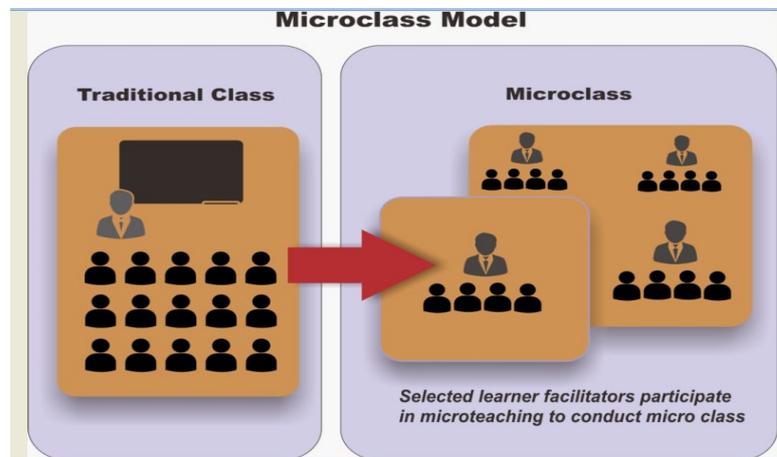

Figure 1. Innovative microclass reaching through visual concept adopted from Saura and Mamaoag (2023, p. 36).

Figure 1 illustrates the visual representation of microclass. This approach integrates elements of group/collaborative learning and microteaching. However, collaborative methods have constraints, such as inadequate cooperation, interpersonal dynamics, varying skill levels, and instances of free-riding (Sanyal, 2024). Within the microclass framework, the learner facilitator delivers the material, manages discussion, practices microteaching, and provides support to group members. Retrieval practice, which comprises assessments, or quizzes, excluding essay is central to microclass concept (Adhipertama et al., 2020; Liu, 2018; Xie et al., 2021).

2.2   The Microclass Concept as an Innovative Pedagogical Response

The innovative microclass concept seeks to address challenges increasingly evident in contemporary classrooms, particularly those noted by Leong et al. (2021) in their integrative review. Large class sizes, the pervasive distractions of social media and digital devices, and the diverse learning needs of students present significant barriers to effective teaching (Xie et al., 2021). Within the microclass framework, these challenges are mitigated by assigning learner

facilitators who take responsibility for guiding smaller groups. Their role extends to responding to quiz outcomes with the aid of an answer key, leading topic discussions, and offering targeted support to peers. This system not only fosters peer collaboration but also allows for the early identification of learners with difficulties, enabling facilitators to report such cases to lecturers for timely intervention.

Microclass is structured around five interconnected stages designed to optimize learning outcomes. First, groups and learner facilitators are determined through fractionation. Second, facilitators undergo microteaching sessions to prepare them for instructional roles. Third, retrieval practice, such as quizzes, is implemented to reinforce knowledge retention. Fourth, structured review and feedback are exchanged between learner facilitators and group members, ensuring continuous improvement. Finally, a comprehensive evaluation is conducted collaboratively between learner facilitators and lecturers. Together, these stages establish microclass as a systematic, learner-centered approach that integrates peer teaching, formative assessment, and reflective evaluation, making it a sustainable response to the complexities of modern classrooms.

3.   METHODS

3.1   Research Design

This research utilizes a mixed-method exploratory sequential research design employing the triangulation method to validate and confirm data using multiple sources to cross-check finding (Campbell et al., 2020). Triangulation is a method that employs various perspectives to elucidate meaning and confirm the consistency of observations or interpretations derived from interviews and questionnaires (Bans-Akutey & Tiimub, 2021; Mather & Visone, 2024). Qualitative data in this research describes the roles of lecturers and learner facilitators, while quantitative data assesses learner engagement levels and the efficacy of microclass exercise.

3.2   Research Instrument

Data for this study was acquired through both qualitative and quantitative methodologies. Qualitative data was initially gathered through lecturers' peer observations conducted during the live implementation of microclass. A semi-structured interview was also conducted with eight learner facilitators, employing the Socratic method. On the other hand, quantitative data was obtained through questionnaires. The questionnaires developed by the researchers with guidelines were distributed to 32 learners as one of the data collection methods. A set of 10 indicators were tailored to assess the level of engagement, while another set of 10 indicators were designed to evaluate the effectiveness of microclass activities (Liu, 2018). Each indicator was rated on a five-point Likert scale (Jebb et al., 2021). The questionnaire underwent a validation using the Lawshe test method with a panel of five members to establish content validity ratio (CVR), resulting in a content validity index of 0.99 (Jeldres et al., 2023). Reliability was assessed using Cronbach's alpha to measure the internal consistency of responses (Tavakol & Dennick, 2019).

3.3   Sampling Design and Participant

Selective sampling was employed to recruit participants who met the characteristics sought after (Alhoussawi & Anwar, 2024). The participants involved were second-year learners in the Department of English Language Teaching during the academic year of 2023–2024 at Universitas Darussalam Gontor, East Java Province, Indonesia. A total of 40 second-year learners took part in the study. Participants were selected as they possessed foundational knowledge in English language teaching, which is essential for understanding innovative teaching strategies. Their background in the Department of English Language Teaching ensured they had experience with relevant theories, helping them to provide valuable insights into their learning experiences. Additionally, learner facilitators for microclass were chosen for their leadership qualities,

communication skills, and academic abilities. Similarly, two lecturers were preferred due to their extensive experience in education and their background in teaching grammar courses, enabling them to provide valuable feedback on microclass implementation.

3.4   Data Collection

The data gathering process for this research involved both qualitative and quantitative methods. Qualitative data was collected through lecturers' peer observations during live microclass sessions, along with semi-structured interviews with learner facilitators to explore their roles and experiences. On the quantitative aspect, questionnaires were distributed to learners to evaluate their participation levels and the effectiveness of microclass activities. The microclass procedure by Saura and Mamaoag (2023), which underpinned the creative teaching strategy in this research and served as the foundation for these assessments, is explained in detail below.

The process began with preparing a list of all learners and determining the number of learners enrolled in the class overall. These learners were then divided into smaller groups, ensuring that there were no more than five learners in each. For example, there were eight groups in a class of 40 learners. In some cases, one group had fewer than five students, depending on the number of students in the class. Following this, learner facilitators were selected. The aggregate of small groups determined the number of facilitators needed. Referring to the earlier example, eight learners were designated to serve as facilitators for each group. When selecting facilitators, background assessments were conducted to identify ideal candidates, peer recommendations were considered, or volunteers were welcomed. Once identified, learner facilitators were trained. They were briefed on the microclass procedure and the responsibilities they carried. The goal of this approach was to aid both the learners and their peers for the collective benefit. Following this, learner facilitators underwent a process akin to microteaching.

Microclass groups were created after the preparation was completed. Based on the earlier calculation, 40 learners were organized into eight groups, including the eight selected facilitators. This arrangement left 32 learners remaining ($40 - 8 = 32$). These learners were further divided into eight groups of four, with each group assigned one facilitator. Therefore, each microclass group consisted of five members, comprising four learners and one facilitator. Finally, the process moved to microteaching. The selected learner facilitators engaged actively in this phase. Before the microteaching commenced, several preparations were made, including retrieval practice activities such as Q&A sessions, quizzes, and keyword exercises, aligning with the material. Additionally, necessary materials were also printed and distributed for both facilitators and learners.

During the microclass, the learner facilitators had to accomplish several tasks, including explaining the topic and retrieval technique, as well as discussing retrieval practice process. They were also responsible for ensuring that all learners engaged in the assigned tasks, completing their work independently, and giving initiative whenever it was needed to improve group management. In addition, the facilitators had to review learners' work such as enumeration, spelling, and answer either individually or by facilitating peer assessment where learners exchanged papers and offered feedback.

3.5   Scoring and Measurement of Data

As shown in Table 1, the descriptive averages for each indicator were defined as the values within the designated ranges, which established their corresponding verbal interpretations. These ranges were used to decide the corresponding descriptions. Finally, each description was linked to a verbal interpretation illustrating the level of learner engagement and microclass effectiveness.

Table 1. Scale and range with their associated description and verbal explanation.

Scale	Range	Description	Verbal interpretation	
			Learner engagement	**Microclass effectiveness**
1	1.0-1.50	Strongly disagree	Very low	least
2	1.51-2.50	Disagree	Low	Less
3	2.51-3.50	Neutral	Moderate	Moderately effective
4	3.51-4.50	Agree	High	Effective
5	4.51-5.0	Strongly agree	Very high	Very effective

The scale in Table 1 reveals how learners' responses were classified into specific ranges, each representing a distinct level of engagement and effectiveness. This categorization ensured clarity in interpreting the quantitative data collected from questionnaires. By employing this scale, the study transformed numerical results into meaningful insights about learners' participation and the overall performance of microclass activities.

3.6   Data Analysis

To enhance the validity of the findings, a triangulation was employed by cross-referencing data from focus group interviews, lecturers' observations, and questionnaires. This triangulation process involved examining the consistency across data sources, comparing and analyzing information from each source to identify similarities and differences in the perspectives presented. After the triangulation process, a content analysis was conducted, which involved organizing, transcribing interviews, segmenting, and coding the data. Various codes were derived, from which themes or categories were inductively established to be interpreted and presented in the findings. A statistical analysis was performed for descriptive findings for the mean and weighted mean of questionnaire responses, while verbal descriptions and interpretations were utilized to explain the results of each indicator pertaining to learner engagement and effectiveness.

4.   RESULTS AND DISCUSSION

To ensure a systematic implementation of confidentiality, the two peer lecturers were assigned codes as L1 and L2. In the same way, the eight learner facilitators were designated as F1 through F8. Similarly, the learners' names mentioned by facilitators during interviews were marked according to their respective numbers (e.g., HR1).

4.1   The Responsibility of Lecturers and Learner Facilitators during Microclass Implementation

Reshaping the educational setting for instruction and learning has the potential to alter lecturers' uniformity and maximize achievement. This potential becomes clearer when an instructor crafts an efficient learner-centered classroom (Dekker et al., 2023). The responsibilities of both lecturers and learner facilitators underwent thematic analysis and are detailed in Table 2.

Table 2. Responsibilities of lecturers and learner facilitators.

Microclass implementer	Responsibilities		
	Before microclass	**During microclass**	**After microclass**
Lecturers	- Conducting a briefing session for learner facilitators - Offering guidance on the utilization of materials - Distribution of learning resources - Discussing topics for microclass	- Observing - Supervising - Mentoring	- Gathering materials and outputs provided by learner facilitators - Performing a post-assessment - Providing feedback

Table 2 continued…

| Learner Facilitators | - Taking part in microteaching activities
- Notifying their group members about the scheduled microclass | - Serving as a discussant and coordinator of activities and ensuring active participation through collaboration
- Inspiring members to complete tasks. Encouraging members to concentrate on the activity
- Collaborating with the teacher
- Offering alternative approaches or taking the lead initiative | - Offering feedback to the lecturers
- Responding to inquiries and offering clarification |

4.1.1 Lecturers' responsibilities

Before the microclass, the lecturers provided a briefing to learner facilitators regarding the format of the activities. They guided them on the proper use of materials and the procedure of the activity, including when to consult the answer key. Additionally, the lecturers promoted the use of supplementary resources such as online dictionaries and internet access. This was corroborated by the learner facilitators, as reflected in Excerpts (1) and (2).

(1) Preparing and delivering topics in a microclass requires skills and a deep understanding of the material being taught. (F2)

(2) I see microclass as helping me create a more inclusive and supportive learning environment for all learners. (F7)

Figure 2. The images taken during a briefing with the learner facilitators.

During microclass, the lecturers' responsibility was to guide the entire class as they engaged in their respective microclass groups, emphasizing the importance of attentiveness to their facilitator and fostering cooperation among peers. While learners were actively involved in their tasks, the lecturers assumed the role of observers, overseeing and monitoring progress on a group-by-group basis. Additionally, the lecturers served as mentors to each group, readily available to provide in-depth discussions on concepts whenever the learner facilitators required assistance. In addition, the lecturers allowed learners to change or suggest improvements to how activities were done and then checked if these changes were helpful. These aspects were validated through observations made by the lecturers' colleagues.

(3) The lecturers act as mentors for each group whenever the learner facilitators call the lecturers' attention to help them discuss a concept in depth. (L1)

(4)   The lecturers monitor and check the progress of work from one group to another as part of their supervision duties. (L2)

After the microclass, the lecturers' responsibility involved assessing performance by gathering feedback from real-life interactions facilitated by learners. Subsequently, the lecturers offered constructive feedback and observations to help the facilitators improve, while also verifying the accuracy of their work. This design did not eliminate the traditional role of lecturers, yet it transformed it into a more active facilitation role in the classroom. The lecturers' quality is determined by their subject knowledge and their ability to teach it, known as pedagogical content knowledge (PCK) (Maryani & Martaningsih, 2015; Nind, 2020). The current study on innovative teaching highlights student-centered approaches and the lecturers' role as facilitators in microclass (L. Wang & Zhan, 2023). Innovative educators seek new methods to keep students engaged and performing their best, regardless of the presence of technology. This is relevant to research conducted by Naz and Murad (2017) who found that innovative teaching significantly affected outcomes, particularly in contexts of student diversity and background.

4.1.2 Learner facilitators' responsibilities

Before the microclass activities, the learner facilitators reminded the learners to bring necessary materials and to attend class regularly (Situmorang et al., 2019; Veine et al., 2023). Additionally, they were tasked with preparing their lessons thoroughly by studying beforehand. A learner facilitator expressed his opinion as shown in Excerpt (5).

(5)   I tell them to study the topics before our microclass. If they get ready before class, everything will go smoothly. They will understand better and join in discussions more. (F5)

During the microclass, the learner facilitators' role can be summed up in Figure 3. The selected images highlighted the different roles of learner facilitators during the microclass, with arrows indicating their positions: (1) the facilitator observed and guided a small group of learners engaged in collaborative work, (2) the facilitator held a large sheet of paper, presenting some materials to four members, (3) the facilitator worked with another group of learners, ensuring that they stayed on the task and understood the material, and (4) the facilitator sat with learners, moderating discussion and assisting them with their tasks.

Figure 3. The roles of learner facilitators.

Checking learners' activities, the learner facilitators engaged in a formal discussion about the concepts of the topic, corrected spelling errors, and evaluated learners' answers to the assigned activities. They also acted as motivators, motivating their members to complete tasks and offering clear, step-by-step instructions to meet learning objectives. They inspired learners by emphasizing the importance of learning for personal growth rather than fear of failure. In addition, the learner

facilitators also played their role as collaborators. They collaborated by working together, exchanging ideas to reduce errors, and collectively devising strategies to simplify tasks. They attentively considered suggestions from their members for improvements. This was affirmed by a learner facilitator and a lecturer peer in Excerpt (6) and (7).

(6)   If there are learners who cheat by copying a friend's work, I will ask if there is something they don't understand and then I will invite them to discuss it. (F1)

(7)   Indeed, there is an interaction such as asking questions, writing answers, and the learner facilitator leads the activity. There is a collaboration between learner facilitators and learners to discuss their ideas. (L2)

In some cases, learner facilitators also acted as initiators. The interview revealed two main themes regarding learner facilitators' efforts to excel in supporting their group members' learning, i.e., pairing technique and scaffolding methodology. In the pairing technique, learner facilitators identified classmates with the intellectual capacity to also teach other participants in their team, making it easier to conduct activities. For instance, they paired slower learners with faster learners, allowing the facilitators to focus on other tasks and maximize class time. In the scaffolding methodology, sometimes, learners found it difficult to provide answers, causing delays and making tasks take longer. In this case, the learner facilitators allowed the students to copy or share answers, but they were then required complete the remaining work independently. As a result, the facilitators ensured that the answers had been discussed with learners.

(8)   We supervise our classmates' work closely, ensuring that they follow instructions correctly. We also provide additional assistance to help them understand the material better, such as explaining difficult concepts, answering their questions, and providing additional examples to make it easier for them to understand the lesson. (F4)

After the microclass, learner facilitators turned in all of their work, gave the lecturers feedback, asked questions, and sought clarification on the approach employed. Moreover, this stage also integrated the evaluation of the microteaching process. Unintentionally, the lecturers fostered the cultivation of values within the learner facilitators. These values were characterized as practical experience, as two learner facilitators (F3 and F7) acknowledged that they had the opportunity to directly teach their classmates and facilitate discussions and learning activities. This provided valuable practical experience in dealing with real situations in the classroom.

(9)   Through participation in microclass, I have the opportunity to directly practice teaching languages to fellow classmates. During this process, I learn to manage my time efficiently and handle challenges that may arise in teaching situations. This experience provides a solid foundation for my development as a future teacher. (F3)

(10)   As a facilitator, I really understand the language topic being taught. Explaining the material to my classmates, I am actively involved in the process of understanding these concepts. I can identify areas that require deeper understanding. This helps me strengthen my understanding of the language and related concepts. (F7)

Assigning learner facilitators improved their engagement in the classroom and encouraged collaborative learning through group projects and discussions, which enhanced comprehension and communication skills. Learners playing this role also learnt how to lead by example, by facilitating discussions and helping out fellow learners. This finding aligns with the results of the research conducted by Kim et al. (2019), who found that learner facilitators enhance engagement and collaborative learning, reflecting lecturers' dual roles in promoting learner-centered classrooms and acknowledging learners' abilities to support each other. At the same time, non-facilitator learners improved their problem-solving skills, teamwork abilities, and self-confidence in voicing their opinions in front of groups by engaging in conversations and activities. The two responsibilities of 21st-century lecturers are reflected in the findings of this study: (1) promoting a learner-centered classroom that puts the learners at the center of the process so that they can all actively participate in their own education through group discussions, cooperative projects, the use of technology, and inquiry-based assignments (Jan, 2017); and (2) acknowledging that learners possess comparable abilities to lecturers, such as motivating, guiding, assisting, and

providing a supportive presence to their peers, and acknowledging their capacity to enhance these strengths to aid fellow learners in collaborating effectively with their educators.

4.2   The Extent of Learners' Participation in Microclass (Research Question 2)

Learners' participation refers to their level of attention, interest, effort, and involvement in learning activities, encompassing emotional, cognitive, and behavioral aspects (Abla & Goodwin, 2019; Ginting, 2021). The following section highlights the positive indicators reflecting learners' active involvement during the microclass activities. These favorable indicators presented in Table 3 demonstrate how learners responded positively to various aspects of interactive learning.

Table 3. The average distribution of favorable indicators on learner involvement.

No	Indicator	Mean	Description	Interpretation
1	The activity enables us to share our own opinions	4.42	Agree	High
2	We feel confident in providing our responses	4.56	Strongly agree	Very high
3	We can assist others in completing tasks promptly	3.33	Agree	High
4	Engaging in group discussions enhances our participation	4.51	Strongly agree	Very high
5	Studying collaboratively helps us grasp the main lessons effectively.	3.68	Agree	High
	Mean	4.41	Agree	High

Table 3 shows that the learners were confident in their abilities when they shared their opinions or ideas in class discussions in microclass, resulting in the highest score ($M = 4.52$). They felt at ease speaking in front of peers, valuing their contributions to collective learning. This confidence stemmed from the supportive and positive classroom environment, fostering self-expression and collaborative learning. Likewise, a group discussion optimized learners' participation, strongly agreed by respondents with the mean score of 4.51, as a group discussion allowed for active interaction among participants, leading to enhanced engagement. This was validated by the lecturers' colleague in Excerpt (11).

(11)   Learner facilitators provide support to their friends and provide positive examples in expressing opinions, so that their friends feel more confident to participate in discussions. (L2)

In addition to the favorable aspects, it is significant to consider the challenges learners experienced during microclass activities. These negative indicators provide insight into the limitations of learners' participation and highlights areas requiring further enhancement. Table 4 shows that there was disagreement regarding the extent to which learners were engaged in this innovative teaching activities, with some indicating a low level of engagement.

Table 4. The distribution of negative indicators on learner participation.

No	Indicator	Mean	Description	Interpretation
1	We prefer not to receive corrections from others.	1.58	Disagree	Low
2	Engaging in conversation with others does not contribute to the development of our communication skills	1.45	Strongly disagree	Very low
3	It doesn't afford us the chance to inquire about aspects that aren't clear to us.	1.82	Disagree	Low
4	We feel uneasy about sharing my ideas.	1.53	Disagree	Low
5	I am not actively participating in group activities	1.83	Disagree	Low
	Mean	1.64	Disagree	Low

There was disagreement in Table 4 regarding the low level of learner engagement with the innovative teaching approach. In this case, Nguyen et al. (2021) suggests that maintaining a stimulating learning environment is crucial and requires careful attention. The activities in the microclass offered extensive and equitable opportunities for learners to actively participate, feel at ease, and even seek clarification or feedback on their ideas, thereby strengthening their

communication skills. This approach shares similarities with problem-based learning, where learners are actively engaged in class activities and provided sufficient time to work on relevant tasks (Chueh & Kao, 2024). This study is pertinent to the research by Abla and Goodwin (2019), Hatta et al. (2020), and Ginting (2021). Their findings show that learners collaborate with peers or leaders, communicate their needs, and embrace each other's ideas to foster a supportive learning community.

4.3   The Extent of Activities Integration into Microclass to Enhance the English Language Teaching Process

Innovative approaches in education involve incorporating a combination of transferable competencies, such as emotional intelligence and soft skills, into the structured curriculum (Naz & Murad, 2017; Nurhayati et al., 2023). In microclass, these factors are reflected in positive activities that foster learner engagement and reinforce learning outcomes. Table 5 demonstrates the distribution of weighted mean score for these positive aspects of microclass activities.

Table 5. The distribution of weighted mean scores for positive indicators of microclass activities.

No	Indicator	Mean	Description	Interpretation
1	The task presented is perceived as challenging	3.98	Agree	Effective
2	It utilizes multiple resources to assist learners in producing accurate responses	4.45	Agree	Effective
3	It offers suitable materials that are beneficial for individual learning purposes.	4.49	Agree	Effective
4	Engaging in retrieval practices proves beneficial for acquiring language knowledge	4.57	Strongly agree	Very effective
5	Microclass allows me the opportunity to review my lessons, not just during examinations	3.82	Agree	Effective
	Mean	4.26	Agree	Effective

Overall, the mean score of 4.26 indicates that microclass activities were generally perceived as effective by the respondents, affirming their positive impact on learning outcomes. The respondents generally agreed or strongly agreed with the effectiveness of various aspects of microclass activities. The tasks were perceived as challenging, indicating that they stimulated engagement and critical thinking among learners. Likewise, suitable materials were provided for individual learning purposes, suggesting tailored resources that catered to diverse learning needs. Engaging in retrieval practices was also perceived as beneficial for acquiring language knowledge, highlighting the efficacy of this learning approach. F2's statement during the interview, which received unanimous agreement from all learner facilitators, was affirmed by both F5 and F8.

(12) Challenging questions in microclass can help learners to deepen their understanding of complex grammar concepts. They are invited to analyze sentence structures, use grammatical rules, and understand the meaning of various grammatical constructions. (F2)

(13) By solving challenging questions, learners not only improve their understanding of grammar but also enhance their ability to convey ideas clearly. (F5)

(14) By using appropriate materials, microclass can be more effective in helping learners understand grammar better. Material that is relevant, practical, easily accessible, and tailored to learners' needs can enhance their learning experience and support the achievement of desired learning goals. (F8)

Furthermore, Table 6 presents data indicating that the respondents were not in agreement with negative indicators. This finding suggests that, overall, microclass activities were perceived as effective. This result could be valuable information for evaluating the success of those activities.

Table 6. The distribution of weighted mean scores for negative indicators of microclass activities' efficacy.

No	Indicator	Mean	Description	Interpretation
1	The activities offered in the microclass were not feasible to complete within the allotted time frame.	1.98	Disagree	Less
2	Microclass lacks opportunities for discussions that facilitate collaborative work with classmates.	1.52	Disagree	Less
3	The activity conducted in the microclass has been uninteresting.	1.68	Disagree	Less
4	There is a lack of immediate feedback to correct errors in storing incorrect information	1.85	Disagree	Less
5	It does not contribute to improving our grammar skills	1.49	Strongly disagree	Least
	General mean	1.70	Disagree	Less

The majority of the respondents disagreed or strongly disagreed with the statements presented in Table 6, according to the results of the negative indicators shown in the table. This demonstrates that microclass was generally thought to be highly effective. A retrieval practice in microclass activities provides further support for the assertions made by Leong et al. (2021) and L. Wang and Zhan (2023) regarding the efficacy of retrieval practices in enhancing learning acquisition in classroom environments. Microclass activities supported the development of grammar skills, particularly when learning gerunds and infinitives. This observation aligned with the feedback provided by the learner facilitators, as reflected in Excerpt (15).

(15) Microclass helps us practice the use of gerunds and infinitives with structured information retrieval exercises. The relaxed and interactive atmosphere in the microclass makes us feel more comfortable asking questions and discussing grammar concepts that are difficult to understand. Our experience with microclass proves that this approach is effective in improving our understanding and grammar skill. (F3)

The collaborative efforts between the lecturers and learner facilitators, learners' engagement, and the integration of microclass activities all contributed to optimizing the English language teaching process. The lecturers served as the primary facilitators, guiding the microclass process, while learner facilitators coordinated activities, encouraged peers, and assisted in discussions, creating an interactive learning environment. Likewise, learners showed high participation in microclasses to collaborate in group discussions, boosted by learner facilitators motivating their peers to contribute confidently. Moreover, Situmorang et al. (2019) and G. Wang and Yang (2019) point out that collaborative group work fosters teamwork, enhances learning through shared ideas, and promotes a deeper understanding of concepts by encouraging active participation among learners. Besides, this interactive approach improves individual learning experiences and cultivates a supportive classroom environment, encouraging risk-taking and the exploration of new ideas (Star, 2023; Veine et al., 2023).

Integrating activities into the microclass enhanced grammar teaching process by fostering essential skills, as learners largely perceived these activities as engaging and beneficial for learning. Feedback from learner facilitators also highlights the significance of retrieval practices in improving grammar skills, as it served learners with immediate guidance and support, assisting them in identifying strengths and areas for improvement. Similarly, Liu (2018) assumed that effective feedback promotes reflection and critical thinking, leading to better retention and comprehension of concepts. The component helps learners retain English language concepts more deeply, setting them up for greater success in their language learning endeavors.

6. CONCLUSION

The introduction of microclass enhances the responsibilities of both lecturers and learner facilitators. They play dual roles as implementers and participants throughout the process, ensuring that the scheduled tasks and desired outcomes are achievable. Their roles evolve across three stages: before, during, and after. Before microclass, the lecturers guide microteaching

activities, including briefing learner facilitators, explaining how to use the learning material, and addressing queries. Simultaneously, learner facilitators engage in pre-microclass preparations. At the stage of microclass, the lecturers observe, supervise, and advise, while learner facilitators support discussions, motivate peers, collaborate, and employ scaffolding and pairing techniques. At the stage of post-microclass, both parties gather for feedback sessions. All things considered, the cooperation of the lecturers and learner facilitators is essential to the accomplishment of a variety of tasks in a disciplined learning environment.

Splitting up a big class into smaller ones allows for better learner-to-learner communication and classroom management. Small group learning fosters positive participation among learners. While resembling traditional group learning, microclass differs by transforming the conventional group leader into a learner facilitator, taking similar roles to a lecturer. The lecturer's active involvement mitigates any limitations of the learner facilitator. This approach, rooted in retrieval-based learning, positively affects academic performance and develops soft skills such as problem-solving, teamwork, and self-confidence. The implication of this study highlights that implementing microclass strategies in EFL instruction significantly enhances learner engagement. This underscores the importance of integrating innovative methods into the teaching curriculum to create an interactive learning environment. Therefore, lecturers should consider microclasses as a viable alternative for improving teaching effectiveness. This research is limited by the lack of direct measurement of knowledge retention, focusing instead on participation. Future studies could explore long-term retention and test microclass across disciplines for broader insights into learning outcomes.

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APPENDICES

Appendix A: Observation Guide for Lecturers

1. Did this microclass meet your expectations for how well learner facilitators assist other learners in the classroom?
2. How would you characterize the role of the lecturers in this strategy? Would you describe it as traditional, learner-centered, or subject-centered?
3. Was this observable, given that the goal of this approach was to supplement self-directed learning?
4. Was there evidence of learner collaboration in microclass?
5. Can you propose ways to enhance the implementation of microclass?

Appendix B: Interview Question with Learner Facilitators

1. Did this microclass aid in managing time effectively?
2. Did it facilitate collaboration with your lecturers and peers?
3. Did you encourage your group members to finish the assignments, and if so, how?
4. Did it promote motivation among classmates to provide answers and feedback?
5. Did you take the lead in leading microclass activities in addition to obeying the lecturers' instructions?
6. Do you have any comments regarding microclass procedure in the learner learning process?