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Enhancing Micro-Teaching Through Multimedia: EFL Student Teachers' Perceptions of Support and Motivation

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ABSTRACT

This study investigates EFL students' perceived support and motivation regarding the use of multimedia in micro-teaching classes. The research aimed to explore how multimedia contributes to students' learning experiences and influences their engagement during teaching practice. A qualitative case study design was employed, involving 10 students enrolled in a micro-teaching class in an English Department of a university in Aceh. Data were collected through non-participant classroom observations and semi-structured interviews, then analyzed using thematic qualitative procedures. The findings reveal that multimedia serves as both instructional and motivational support. Students perceived that multimedia tools such as videos, images, animations, and interactive presentations facilitated clearer material delivery, enhanced conceptual understanding, and increased classroom engagement. Visual and interactive elements helped students connect abstract concepts with practical representations, making lessons more structured and easier to follow. In addition, multimedia significantly improved students' motivation by creating a more enjoyable and less monotonous learning atmosphere, which encouraged active participation, confidence, and enthusiasm during micro-teaching sessions. The analysis further suggests that the educational value of multimedia is closely related to how it is integrated into the teaching process. These findings imply that micro-teaching courses should guide students to use multimedia in a planned and meaningful way to strengthen both their teaching skills and confidence. Overall, the results suggest that multimedia integration can enrich micro-teaching practices by supporting both cognitive and affective aspects of learning, while highlighting the importance of instructional design competence in technology-enhanced teaching.

Keywords: Multimedia; Micro-Teaching; EFL Students; Motivation; Student Engagement

INTRODUCTION

The integration of multimedia in education has reshaped the way information is delivered and processed in learning environments. Multimedia, which combines text, images, audio, and videos, is widely recognized for its ability to enhance comprehension and retention by presenting information through multiple channels (Mayer, 2009). In language education, multimedia can support understanding by combining verbal and visual information, which helps learners build connections between representations and process material more deeply (Moreno & Mayer, 2007). Audio narration paired with visuals can reduce cognitive load and enhance comprehension compared to text-only presentation. These affordances position multimedia as a pedagogical tool that supports more engaging and meaningful learning experiences.

Beyond presenting information, multimedia also promotes interactivity, allowing learners to move from passive recipients to active participants in the learning process. Interactive multimedia tools, such as digital presentations and audio-visual materials, can increase students' interest and engagement in learning, making the learning process more meaningful and effective (Sharma & Pooja, 2016). This interactivity is particularly relevant in microteaching contexts, where pre-service teachers practice teaching skills in a controlled classroom setting. The use of multimedia in microteaching may provide instructional support that helps student teachers organize content, demonstrate teaching techniques, and communicate ideas more effectively.

Previous studies have shown that multimedia integration can positively influence learners' motivation and interest, contributing to a more enjoyable and supportive classroom atmosphere (Mukhtarkhanova et al., 2023; Nurhayati et al., 2025). Multimedia learning tools also can cater to diverse learning styles, allowing visual, auditory, and kinesthetic learners to benefit from a varied multimedia approach, which supports a more inclusive learning environment (Ghozali et al., 2024). However, despite these potential benefits, some microteaching classes still rely on conventional approaches with limited use of technological media, which may reduce student engagement and limit opportunities for interactive learning.

In microteaching courses, where EFL students are expected to develop pedagogical and communication skills, the absence of multimedia may lead to less stimulating learning situations. Classes that lack visual and audio support can feel monotonous, and students may find it difficult to demonstrate teaching creativity or receive immediate feedback typically facilitated through technology. This situation highlights the need to understand how students perceive the role of multimedia in supporting their learning and teaching practice. Students' perceptions are important because they influence engagement, motivation, and the overall effectiveness of instructional strategies.

Although earlier research has examined microteaching as a means of developing instructional skills and teaching performance, the primary focus has been on specific technological tools or media development rather than on student teachers' perceived instructional support. For example, Abubakar et al. (2023) investigated student teachers' digital interest in using YouTube for microteaching and analyzed its correlation with microteaching skills, but the study emphasized digital interest and tool adoption rather than how multimedia supports motivation and confidence during teaching practice. Similarly, Lasaiba et al. (2025) developed Canva-based interactive media to enhance basic teaching skills and validated its effectiveness through pre–post testing; however, the study focused on product development and learning outcomes rather than exploring students' subjective perceptions of multimedia support within microteaching

Thus, while multimedia tools have been introduced into microteaching contexts, limited research has specifically explored how EFL student teachers perceive multimedia as pedagogical support that influences not only teaching performance but also their motivation, confidence, and engagement during teaching practice. Microteaching involves unique demands, including lesson planning, instructional delivery, and peer interaction, which may shape how multimedia is experienced as a learning aid. Therefore, examining students' perceived support and motivation related to multimedia use in microteaching can contribute to a more context-appropriate understanding of technology integration in teacher education.

This study aims to investigate the forms of support perceived by EFL students when using multimedia in microteaching classes and to examine how multimedia use influences their motivation during the learning process. By focusing on students' perspectives, the study seeks to provide insights for lecturers in designing more engaging, interactive, and supportive microteaching environments that align with students' learning needs. Accordingly, this study is guided by two main research questions. First, it seeks to explore what forms of instructional support are perceived by EFL students when using multimedia in micro-teaching classes. This includes identifying the types of assistance, guidance, and learning facilitation that students experience through multimedia integration. Second, the study aims to examine how the use of multimedia influences EFL students' motivation during the learning process in microteaching practice, particularly in terms of their engagement, interest, and participation.

LITERATURE REVIEW

Multimedia in Language Learning

Multimedia learning environments combine verbal and visual modes such as text, images, audio, and video to support cognitive processing and enhance comprehension (Mayer, 2009). In language education, multimodal input that integrates verbal and visual elements such as images, videos, and interactive content has been shown to improve learners' access to linguistic forms and meanings by

reinforcing comprehension and vocabulary learning compared to verbal-only input (Rashid et al., 2024; Zhang & Zhang, 2024). By presenting information through multiple channels, multimedia reduces cognitive overload and supports deeper understanding and retention.

Research in EFL contexts consistently shows that multimedia integration increases learner engagement and motivation. Multimedia-supported instruction in EFL classrooms has been found to create more enjoyable and stimulating learning environments, encouraging students to attend classes more regularly and participate more actively in learning activities. Learners report that audio-visual materials, videos, and computer-based presentations reduce the monotony often associated with traditional lecture-based instruction, making lessons feel more interesting and less stressful. These features help sustain learners' attention and interest, fostering a positive learning atmosphere that supports active classroom involvement (Emam, 2022; Hashmi, 2016). Such interactivity aligns with learner-centered approaches, where students construct knowledge through exploration and involvement.

Another key advantage of multimedia lies in its ability to accommodate diverse learning preferences. Learners with visual tendencies benefit from graphical representations, while auditory learners gain from spoken input, leading to more inclusive learning environments (Ghozali et al., 2024). Studies indicate that multimedia instruction can lead to higher learning gains and better retention of key content compared to traditional text-only methods, as learners who engage with combined text, audio, visual, and video supports tend to perform better on both immediate and delayed assessments (Alhazmi, 2024). However, the effectiveness of multimedia depends on how it is pedagogically integrated rather than merely added as a technological tool.

Overall, previous studies confirm the cognitive and motivational benefits of multimedia in language learning; however, they mainly focus on general classroom contexts rather than on how multimedia functions as perceived instructional support within microteaching settings. This gap provides a foundation for examining multimedia use in teacher education contexts.

Microteaching in Teacher Education

Microteaching is a controlled and simplified teacher training technique in which prospective teachers practice specific teaching skills through short lessons delivered to a small group, followed by feedback, reflection, and re-teaching to systematically improve instructional competence (Kusmiarti et al., 2023; Reddy, 2019). Research shows that microteaching supports pre-service teachers in developing instructional skills and reflective practice by providing opportunities to practice teaching techniques, analyze their performance, and benefit from peer and instructor feedback within a controlled learning environment (Aqilah et al., 2024; Deocampo, 2024). The controlled nature of microteaching reduces classroom complexity, enabling focus on targeted teaching behaviours.

An essential component of microteaching is feedback. Constructive feedback from peers and instructors in microteaching enables pre-service teachers to identify their strengths and areas for improvement and to refine their instructional approaches through reflection and professional growth (Genga-Ayiemba, 2025). This reflective cycle contributes not only to skill development but also to increased confidence and pedagogical awareness. Alongside feedback practices, the instructional strategies used during microteaching also play a key role. Research in English education shows that pre-service teachers integrate multimodal texts including combinations of visual, audio, and digital materials into their microteaching practice, although they report challenges in accessing and applying digital tools in lesson activities, indicating the need for structured guidance in supporting multimedia integration in microteaching (Haryyadi & Rohmah, 2023).

Because microteaching emphasizes demonstration, clarity of explanation, and learner engagement, this need for structured multimedia integration becomes pedagogically significant. Multimedia can serve as an instructional aid that supports these goals. Visual and audio elements can help student teachers illustrate concepts more clearly, manage classroom attention, and design more interactive lessons. Thus, while microteaching research highlights skill development, feedback, and instructional strategies, limited attention has been given to how student teachers themselves perceive multimedia as support within this training context. This study addresses that need by focusing on students' perspectives.

Students Perceptions, Support, and Motivation

Learners' perceptions of instructional tools play a crucial role in determining their engagement and motivation. Students' positive perceptions of multimedia learning systems particularly in terms of usefulness and ease of use are associated with greater learning engagement and more favorable attitudes toward the learning process, as learners are more willing to interact with the materials when the technology is perceived as supportive rather than difficult to operate (Getenet et al., 2024). Perceived support from instructional tools, including multimedia, can influence how confident and motivated learners feel during classroom activities.

Studies show that learners who perceive multimedia and interactive technology as useful and easy to use tend to exhibit higher engagement and better academic performance in technology-enhanced learning environments, as they are more willing to interact actively with the content and sustain focus during lessons (Hidayati & Slamet, 2025). Experimental research also shows that multimedia instruction combining text, images, audio, and video leads to significantly higher vocabulary learning and long-term retention compared to text-only instruction. This effect occurs because combining visual and verbal information helps learners understand material more clearly and remember it more easily (Alhazmi, 2024). These factors suggest that students' perceptions of multimedia are not formed in

isolation but are influenced by both individual readiness and instructional support, which in turn shape their motivation and participation in learning activities.

In teacher education contexts, motivation is especially important, as student teachers must not only learn content but also develop teaching competence. Supportive learning environments that integrate appropriate tools can strengthen both their pedagogical skills and confidence. Therefore, understanding how EFL student teachers perceive multimedia support and how these perceptions influence their motivation during microteaching is essential. This perspective directly informs the present study, which explores multimedia as both instructional and motivational support in teacher training.

METHOD

Design and Samples

This study employed a qualitative case study design to explore the support perceived by EFL students regarding the use of multimedia in micro-teaching classes. The case study approach enabled an in-depth investigation of students' learning and teaching experiences within a specific educational context. The research was conducted at UIN Ar-Raniry Banda Aceh, a public Islamic university in Aceh, Indonesia. The participants were students of the English Department who were enrolled in micro-teaching classes. All participants were female students from the 2021 academic year cohort. There were five micro-teaching classes, each consisting of approximately 10 students. The sample was selected using purposive sampling, focusing on one class that met specific criteria. As this study adopted a qualitative case study approach, the objective was not to generalize findings across all classes but to obtain an in-depth understanding of students' experiences within a specific classroom setting. The selected class actively integrated multimedia tools into teaching practices and demonstrated consistent student participation during classroom activities, making it an information-rich context for examining perceived multimedia support.

Instrument and Procedure

Two main instruments were used in this study: observation and interviews. The overall data collection process was conducted over approximately three weeks.

Observation

Observation was conducted using non-participant structured observation, in which the researcher did not take part in classroom activities but observed the teaching and learning process. This approach allowed the researcher to focus on specific aspects related to the use of multimedia while maintaining objectivity during classroom observation (Sulistyo, 2006). Supporting tools such as a recorder and camera were used to document classroom activities. The observation included

several aspects: the use of multimedia in presentations, students' interaction with the lecturer and peers, students' activeness in classroom discussions, students' ability to operate and integrate multimedia tools during teaching practice, and students' overall responses and impressions toward the use of multimedia. These indicators were designed to systematically capture both instructional and engagement aspects during micro-teaching sessions.

Interview

Semi-structured interviews were employed to obtain in-depth information from participants. This type of interview allowed flexibility for participants to express their experiences while still maintaining focus on the research objectives (Sulistyo, 2006). The interviews were conducted with students to explore their perceptions, experiences, and challenges related to the use of multimedia in micro-teaching classes. Each interview lasted approximately 10 minutes. The interview consisted of two main sections: perceived support and motivation in the learning process. Questions in perceived support included: what forms of support do you feel when using multimedia in micro-teaching classes? (with probing questions such as "Can you give a more specific example?"), how does multimedia help you understand the material being taught?, do you feel more involved in learning when multimedia is used? why?, does multimedia provide visual support that strengthens your understanding?, and how do you feel about your participation in class when multimedia is used?. While motivation questions included: how does the use of multimedia influence your motivation to learn?, do you feel more enthusiastic in class when multimedia is used? why?, does multimedia encourage you to participate more in discussions?, how does multimedia affect your motivation to complete assignments?, and does multimedia encourage you to learn beyond the classroom?. Probing questions were used to obtain deeper and more detailed responses from participants.

Data Analysis

The qualitative data obtained from observations and interviews were analyzed systematically. The analysis followed qualitative data analysis procedures including data collection, data categorization, identification of patterns, data interpretation, linking findings with relevant theories, drawing conclusions, and rechecking data to ensure validity and accuracy (Sulistyo, 2006). Observation data such as field notes, photos, and recordings were first compiled and organized. Relevant data were then grouped into categories aligned with the research objectives. Patterns and relationships among the data were identified and interpreted within the context of multimedia use in micro-teaching. Similarly, interview data were transcribed into written form before analysis. Emerging themes were identified, categorized, and interpreted to understand students' perspectives. The findings from both data sources were compared to strengthen the credibility of the analysis.

RESULT AND DISUSSION

The findings were obtained from classroom observations and semi-structured interviews with EFL students involved in micro-teaching classes that integrated multimedia. The analysis revealed two central themes: the support students perceived from multimedia use and the influence of multimedia on students' motivation. Both themes demonstrate that multimedia contributed to students' cognitive and affective learning experiences.

Perceived Support from Multimedia Use

Students consistently described multimedia as helping them deliver and understand material more effectively. Visual and audio resources reduced the difficulty of explaining concepts and made instruction more efficient. One participant explained, *"I feel that I can provide a lot of exciting and interesting media such as videos and pictures. With the media, we as teachers are easy to convey material because it does not need to be rewritten, and students are more interested and focused."* This indicates that multimedia simplified material presentation while increasing learner attention. Other students also referred specifically to presentation tools such as PowerPoint, noting that visual slides combining images, text, and audio helped organize explanations and made lessons easier for learners to follow. It is stated *"The use of multimedia in micro-teaching classes is very beneficial, such as the use of audio and images, which help students to understand the material more easily and make the lesson more interesting, for example through PowerPoint presentations. Students feel more engaged as they learn more effectively and can understand the context better."* Another student emphasized that *"video, images and animation greatly help to increase student engagement and understanding… Visual elements help to simplify difficult concepts and make information easier to remember."* These perceptions were also supported by classroom observations, where lessons using slides, videos, and visual prompts appeared more structured and easier for students to follow.

Beyond instructional clarity, multimedia also influenced the level of student participation. Interactive elements changed classroom dynamics from passive listening to active involvement. As one student stated, *"Interactive elements such as online quizzes and discussions encourage student participation and create a more relaxed classroom atmosphere."* Another noted, *"Interactivity in multimedia makes me more interested in attending classes rather than just listening to lectures."* Observations confirmed that students responded more frequently during multimedia-supported sessions, showing greater attention and responsiveness. Visual stimuli, animations, and interactive tools appeared to reduce monotony and sustain focus. These observations align with research indicating that multimedia-supported instruction enhances student understanding, engagement, and active involvement in learning processes (Hidayati & Slamet, 2025). However, while Hidayati and Slamet (2025) focused on students' reported perceptions and digital interaction patterns within an online LMS environment, the present study situates

multimedia use within face-to-face micro-teaching practice and explores how it shapes real-time classroom interaction, participation dynamics, and teaching confidence. By incorporating classroom observation, this study examines engagement as it is enacted during teaching practice, rather than only as self-reported perception. The findings further suggest that in micro-teaching contexts, engagement is not only a learner outcome but also a teaching strategy that helps student teachers manage classroom interaction more confidently.

Multimedia also contributed to students' understanding of complex or abstract material. Participants highlighted how visual representations helped them grasp difficult topics, particularly grammar. One student reported, *"Animated videos helped me understand English grammar faster than just reading a textbook."* Others mentioned that *"audio and images help students understand the material more easily"* and that visual support enabled deeper comprehension. These findings suggest that multimedia strengthened conceptual clarity by linking explanations with visual context, helping students grasp complex or abstract concepts more easily (Emam, 2022). While previous studies such as Emam (2022) examined the perceived effects of multimedia on learners' comprehension and language skills development, the present study extends this understanding by showing that student teachers perceive multimedia as support for their instructional delivery, not only for students' comprehension. This shifts the focus from multimedia as a learning aid to multimedia as a pedagogical support tool in teacher training.

Although students described multimedia as helpful for clarity and engagement, their responses focused primarily on tools (e.g., videos, PowerPoint, images) rather than instructional planning. For instance, participants highlighted how videos and pictures made material easier to convey and how PowerPoint presentations facilitate the learning process, but they did not mention strategies for selecting or aligning multimedia with learning objectives. This suggests that while multimedia is perceived positively, its effectiveness may still depend on teacher guidance in pedagogical integration rather than the mere presence of technology.

Multimedia and Student Motivation

In addition to cognitive support, multimedia strongly influenced students' motivation. Participants repeatedly associated multimedia with enjoyment and increased enthusiasm for learning and teaching. One student expressed, *"Using media is very interesting and motivates me to be happier to learn and teach,"* while another stated, *"Multimedia makes me a lot more motivated to learn."* Multimedia reduced feelings of boredom and cognitive overload. As one participant described, *"When there are videos, animations, or interactive presentations, learning becomes more exciting and doesn't feel heavy."* These responses suggest that multimedia contributed to a more engaging and supportive classroom atmosphere, encouraging students to participate more actively in the learning process. This result aligns with research showing that the use of digital and interactive learning media in English

language classrooms is associated with higher levels of student engagement and active participation, as learners tend to be more involved and responsive when multimedia tools are incorporated into instructional activities (Majid et al., 2025). Nevertheless, while Majid et al. (2025) focus primarily on student engagement in general classroom settings, this study reveals that motivation in micro-teaching also relates to students' identity as future teachers. Multimedia not only increased enjoyment but also strengthened their confidence in performing teaching roles.

Improved clarity also contributed to students' confidence. A participant noted, *"Multimedia makes me more willing to participate in class discussions because the material is clearer and more interesting."* When learners understood the material better, they felt more comfortable expressing ideas and engaging in discussions. Thus, cognitive support from multimedia translated into affective benefits, including confidence and willingness to participate.

Overall, the findings demonstrate that multimedia supported EFL micro-teaching students in three interconnected ways: facilitating material delivery, increasing engagement, and improving conceptual understanding, which collectively enhanced motivation. Multimedia transformed the classroom environment into a more interactive, student-centered space. Nevertheless, the study highlights the need for deeper training in instructional design so that multimedia use is pedagogically purposeful rather than purely decorative. These results answer the research questions by showing that multimedia serves as both learning support and motivational support, shaping students' experiences cognitively and emotionally in micro-teaching contexts.

CONCLUSION

This study investigated EFL students' perceived support and motivation in relation to the use of multimedia in micro-teaching classes. The findings indicate that multimedia plays a dual role, functioning as both instructional and motivational support within the learning process. Students perceived that multimedia tools such as videos, images, animations, and interactive presentations facilitated clearer material delivery, helped them understand complex concepts, and made lessons more structured and accessible. Visual and interactive elements enabled learners to connect theoretical content with practical representations, contributing to stronger conceptual understanding and classroom engagement.

In addition to cognitive benefits, multimedia significantly influenced students' affective responses to learning. Participants described lessons incorporating multimedia as more interesting, enjoyable, and less monotonous. This positive learning atmosphere encouraged greater participation, increased confidence in expressing ideas, and strengthened students' willingness to engage in teaching activities. The integration of multimedia thus fostered not only comprehension but also enthusiasm and active involvement, demonstrating how technological support

can enhance both learning experience and teaching readiness in micro-teaching contexts.

Despite these advantages, the findings also suggest that the effectiveness of multimedia depends on purposeful instructional integration. Students acknowledged the need for better guidance in selecting appropriate tools and aligning multimedia use with lesson objectives. Without pedagogical planning, multimedia risks being used for surface-level attraction rather than meaningful learning support.

Based on these findings, lecturers are encouraged to provide clear guidance on how to select, design, and integrate multimedia tools that match lesson objectives. Micro-teaching courses should not focus only on how to operate the tools, but also on how to use them effectively for teaching. Lecturers can show examples of good multimedia use, give students opportunities to practice, and discuss together how multimedia supports learning. Providing simple guidelines or assessment criteria can also help students use multimedia not only for displaying information, but to help learners understand the material better and stay actively involved.

This study has several limitations. First, the research was conducted in only one micro-teaching class within a single university, which may limit the generalization of the findings to other contexts. Second, the data were based on students' perceptions gathered through observations and interviews, without measuring long-term teaching performance or comparing different groups. Therefore, the findings reflect participants' experiences in a specific setting and may not represent all EFL teacher education programs.

Future research is recommended to involve multiple classes or institutions to provide broader comparison and stronger generalization. Quantitative or mixed-method studies could also be conducted to examine the relationship between multimedia use and measurable teaching performance outcomes. In addition, future studies may explore how specific types of multimedia tools influence different aspects of teaching skills, such as classroom management, explanation clarity, or student interaction during micro-teaching practice. Overall, the study shows that multimedia has substantial potential to enrich micro-teaching practices by improving clarity, engagement, and motivation among EFL student teachers. Strengthening students' ability to design and implement multimedia-supported lessons is therefore essential for maximizing its educational impact and preparing future teachers for technology-integrated classrooms.

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