



## PROMOTING EFL PRE-SERVICE TEACHERS' IDENTITY AND TEACHING COMPETENCIES VIA BLENDED CPROT IN ELT

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**Abstract:** This study explores the implementation of the Blended Collaborative Peer Review of Teaching (CPRoT) model to enhance teaching competency, Technological Pedagogical Content Knowledge (TPACK), and professional identity among preservice EFL teachers. Uniquely, the study highlights the reflective role of lecturers in facilitating CPRoT in a hybrid microteaching course. Using a qualitative case study design, data were drawn from lecturers' reflection diaries and analyzed thematically through NVivo-style coding. Seven key themes emerged: EFL-specific pedagogy, TPACK development, student engagement, scaffolding support, peer feedback literacy, emotional growth, and the role of blended learning advocates. Findings indicate that CPRoT strengthened instructional design, classroom delivery, and linguistic accuracy while fostering confidence, pedagogical coherence, and collaborative habits. Students' emotional transitions highlight the potential of CPRoT in shaping teacher identity. The integration of synchronous and asynchronous modes supported sustained engagement and reflective practice. These results suggest that structured peer review in a blended environment offers a scalable, holistic strategy for preparing reflective, technology-integrated language educators.

**Keywords:** *blended learning; CPRoT; EFL-pre service teachers; professional identity, teaching competencies.*

### INTRODUCTION

The professional preparation of English as a Foreign Language (EFL) pre-service teachers requires more than just language proficiency and theoretical understanding. It also necessitates the development of practical teaching competence and a strong professional identity. Within the field of English Language Teaching (ELT), teacher education is now expected to prepare future educators not only with knowledge of English language systems and pedagogical strategies but also with reflective capacity, technological literacy, and collaborative skills aligned with 21st-century classroom demands (Malki et al., 2023).

As classroom contexts become more complex, teacher education must equip prospective teachers with the ability to critically examine their teaching practices and engage in sustained

professional learning (Büscher & Prediger, 2024; Khasawneh et al., 2023). In EFL settings, where English is not used as the primary means of communication, developing teacher identity and instructional readiness presents unique challenges. Many pre-service teachers struggle to connect pedagogical theories to actual classroom practice, particularly during microteaching or practicum activities. In response, ELT teacher education programs have adopted strategies that emphasise reflective practice, collaborative learning, and digital integration to foster deeper professional development (Mahara, 2024).

One such strategy is the Collaborative Peer Review of Teaching (CPRoT), a model that promotes structured peer observation, reciprocal feedback, and iterative teaching enhancement. Existing studies have demonstrated that CPRoT enhances teaching efficacy, fosters professional

discourse, and promotes the development of metacognitive awareness among pre-service teachers (Adinda et al., 2023; Lavrysh et al., 2023). When implemented in blended learning environments, CPRoT becomes even more powerful by combining real-time (synchronous) interaction with flexible, asynchronous reflection supported by digital tools (Arlee, 2023; Febrianto & Susanto, 2023). In the Indonesian EFL context, platforms such as *Elsakti* (a locally developed Learning Management System, or LMS) and Google Meet enable pre-service teachers to record, review, and collaboratively refine their teaching practices, thereby facilitating the connection between theoretical concepts and real classroom scenarios (Cutri et al., 2020; Abaci et al., 2019).

The role of intentional reflection is central to this process (Bouakaz & Bachar, 2023). Teacher identity development is inherently reflective, relational, and value-driven. Recent research has reinforced the idea that critical reflection, mainly when mediated through collaboration and digital tools, can enhance teachers' understanding of the theory-practice nexus and foster identity formation (Schutz et al., 2018; Chien, 2022). Environments that provide continuous feedback and structured opportunities for rethinking one's teaching approach are essential for guiding pre-service teachers from surface-level insights to deeper pedagogical understanding (Rosales et al., 2023; Lee & Kim, 2021).

However, despite the growing interest in CPRoT and blended learning in ELT education, there is a lack of empirical research examining these innovations in the Indonesian EFL teacher education context. Most existing studies center on student learning outcomes, such as the quality of peer feedback or changes in teaching performance, while the lecturer's reflective role in shaping and facilitating the CPRoT process remains underexplored (e.g., Gelfuso & Dennis, 2020; Zhang et al., 2020). There is limited empirical evidence examining how lecturers scaffold feedback, manage the digital learning environment, and interpret student growth throughout CPRoT implementation. Additionally, the interaction between local digital tools, cultural expectations, and scaffolding practices within CPRoT frameworks is rarely addressed in published research from Southeast Asia.

To fill this gap, this study investigates the lecturer's reflective perspective during the implementation of CPRoT in a blended microteaching course in Indonesia. Using NVivo-

assisted thematic analysis, the study reveals how the professional identity and teaching competence of pre-service EFL teachers evolve through structured peer collaboration, reflective feedback, and the use of digital technology. Importantly, it situates the analysis within the Indonesian EFL context, leveraging locally developed platforms (e.g., *Elsakti*) and highlighting context-sensitive scaffolding practices, thus broadening the discourse on reflective teacher education in digitally mediated environments.

The objectives of this study are to explore how the implementation of the Collaborative Peer Review of Teaching (CPRoT) strategy through blended learning supports the development of specific aspects of professional identity (e.g., confidence, agency, reflective stance) and teaching competencies (e.g., instructional design, classroom delivery) among pre-service EFL teachers, and identify the challenges and enabling factors emerging from the lecturer's reflective facilitation of the CPRoT process in a blended microteaching setting.

To guide this inquiry, the study addresses the following questions: (1) How does the implementation of blended CPRoT shape the specific aspects of professional identity and teaching competence among pre-service EFL teachers? and (2) What challenges and supporting conditions does the lecturer's reflection provide while facilitating the CPRoT in a blended microteaching environment?

## **METHOD**

This study explored how the Collaborative Peer Review of Teaching (CPRoT) strategy, implemented through blended learning, influenced the development of professional identity and teaching competence among EFL pre-service teachers. Using a qualitative approach, the research focused on the reflective insights of an experienced microteaching lecturer. The lecturer's journal entries were analyzed thematically following Braun and Clarke's (2006) six-step framework, supported by techniques outlined by Nowell et al. (2017) to ensure rigor.

The study was conducted in the English Language Education Program at a private university in Central Java, Indonesia. The participants consisted of 20 sixth-semester EFL pre-service teachers (14 women and 6 men), aged between 20 and 22. They were selected via purposive sampling, as they were enrolled in the microteaching course where CPRoT was implemented. This number was considered suitable

for qualitative inquiry, allowing for in-depth observation and reflection while maintaining the manageability of detailed analysis (Creswell & Poth, 2018).

Table 1. *Demographic participant*

Category	Details
Number of Participants	20
Gender	14 Female, 6 Male
Semester	6th Semester
Program of Study	English Language Education
Prior Pedagogical Coursework	Yes – Completed courses in TESOL and English Curriculum Design
Microteaching Experience	First-time participants in a formal microteaching course
Teaching Practicum Experience	None – Formal practicum scheduled in 7th semester
Age Range (approximate)	20–22 years old
Digital Literacy Level	Moderate – Familiar with basic LMS ( <i>Elsakti</i> ), video tools, <i>Microsoft Office</i> , and <i>Google Workspace</i>

All participants had completed foundational coursework in TESOL and English curriculum design but had not yet completed their formal teaching practicum, which was scheduled for the following semester. As first-time participants in microteaching, they are engaged in structured peer observation and reflection cycles throughout the course. Most demonstrated moderate digital literacy, being familiar with the institution's *Elsakti* LMS, Google Workspace, and basic video tools.

The primary data source was the lecturer's reflection journal, which provided rich, narrative insights into the implementation of CPRoT across 16 blended learning sessions. The lecturer was an experienced EFL educator and the course facilitator. She documented reflections after each session, which focused on observed student engagement, peer feedback quality, lesson planning, and evidence of developing teaching competencies and TPACK.

To ensure depth and consistency, each journal entry followed a structured reflective framework, including: description, feelings, evaluation, analysis, conclusion, and action plan (Gibbs, 2013). This approach encouraged holistic reflections not only on classroom events but also

on pedagogical reasoning and future improvements. Reflective journaling is recognized as a rigorous method for capturing the complexity of instructional practices and identity development in teacher education (Farrell, 2018; Orland-Barak & Yinon, 2020). Each journal entry followed a structured format: description, feelings, evaluation, analysis, conclusion, and action plan, encouraging deep reflection on events, emotions, outcomes, and future improvements.

Although no formal student interviews were conducted, the lecturer's reflections were informed by student artifacts, such as submitted lesson plans, video recordings of teaching practice, and peer feedback forms. To address concerns of subjectivity and enhance trustworthiness, the study employed methodological triangulation (Creswell & Poth, 2018). Lecturer reflections were corroborated with additional data sources, including student teaching videos, peer feedback checklists, teaching observation rubrics, and lesson plan drafts.

The data were analyzed using thematic analysis, guided by Braun and Clarke's (2006) six-phase model: (1) familiarization with the data, (2) generation of initial codes, (3) search for patterns and themes, (4) review of themes, (5) defining and naming themes, and (6) producing the report. This approach was selected for its capacity to interpret meaning within reflective and narrative-based data (Nowell et al., 2017). Coding was carried out using NVivo to allow inductive identification of key themes related to teaching growth, emotional development, and the impact of CPRoT in a blended setting. Codes were iteratively refined as themes emerged from repeated engagement with the data.

## RESULTS AND DISCUSSION

The thematic analysis of the teacher's reflective journal revealed seven key themes that captured the developmental process of pre-service EFL teachers during the implementation of the CPRoT model in a blended microteaching course. These themes illustrate the development of pre-service teachers' professional identity, pedagogical competence, and reflective practices within the context of EFL teacher preparation. Using Thematic Analysis supported by NVivo, seven key themes emerged from the teacher's reflections:

Table 2. NVivo coding analysis

N	Theme	Description	Representative Quotes	Coding Frequency
1	EFL-Specific Pedagogical Content	Improvement in teaching English skills (grammar, pronunciation, speaking tasks); emphasis on CLT and EFL teaching techniques.	"The way they speak is clear, and grammatical errors are not often made."	21
2	TPACK Integration and Development	Increased ability to integrate technology, pedagogy, and content effectively in English teaching contexts.	"They started using digital tools more purposefully... to support pedagogical strategies."	24
3	Student Engagement and Reflective Practice	Active involvement in feedback, peer review, and reflection; increased self-awareness and critical thinking.	"Some students looked unsure at first, but most grew more confident as they worked."	28
4	Scaffolding and Lesson Planning Support	Need for templates, modeling, and real-life examples to support lesson plan development.	"I realized just explaining isn't enough. Students also need guided examples and time to apply."	26
5	Peer Feedback and Collaboration	Growth in feedback literacy; peer support boosted mutual improvement and reflection.	"They showed more confidence and gave thoughtful feedback to one another."	22
6	Emotional Growth and Identity Formation	Students developed confidence and professionalism over time through supportive environments.	"I felt proud and a bit emotional seeing how far the students had come."	19
7	Blended Learning and Technology Use	Use of <i>Elsakti</i> , Google Meet, and video-based tasks strengthened asynchronous and synchronous learning experiences.	"Students could rewatch videos, analyze their performance, and improve their planning."	20

*EFL-specific pedagogical content*

Throughout the implementation of the Blended Collaborative Peer Review of Teaching (CPRoT) model, pre-service teachers gradually developed stronger awareness and application of pedagogical strategies specific to English as a Foreign Language (EFL). In the earlier sessions, many of them still relied on mechanical techniques such as grammar drills or translation exercises. These approaches, while familiar, often did not align with the communicative goals of language teaching. The mismatch became particularly apparent in how they designed assessments. For instance, one lecturer's reflection noted:

*"They are also still confused about making assessments, for example, in speaking skills, the assessment was a writing task, such as a multiple-choice task. It must be a spoken test."*

This quote reflects a common novice challenge, that is, the difficulty in aligning instructional objectives with appropriate assessment tools.

Another reflection highlighted issues in language accuracy and material suitability:

*"In some parts, they made mistakes in their grammar. And the English materials provided need to be revised because the reading task was too long."*

This observation suggests that pre-service teachers were still developing control over language use and material selection. Grammatical errors in their instructional content showed limited attention to accuracy, while overly long reading tasks indicated a lack of awareness of learners' proficiency and cognitive load. These issues highlight the need for clearer modelling of how to adapt materials that are both level-appropriate and engaging. The feedback also underscores the importance of designing manageable tasks that align with learning goals and sustain student motivation.

However, as the CPRoT cycle progressed and pre-service teachers had more opportunities to observe, reflect, and receive feedback, a notable shift in their understanding occurred. Their teaching practices began to incorporate more interactive and communicative elements, such as contextualized speaking activities and collaborative tasks. Structured feedback sessions and peer modeling provided support for this transition. One journal entry remarked positively on this progress:

*"The way they speak is clear, and grammatical errors are not often made."*

The feedback highlights an increased emphasis on fluency, accuracy, and the use of meaningful language.

*"Their second lesson plans, containing English skills (reading and writing) were more structured and showed better understanding."*

This indicates that pre-service teachers were not only improving their spoken delivery but also becoming more skilled at designing integrated-skill lesson plans. Their revised work showed clearer objectives, better sequencing of reading and writing tasks, and stronger alignment between goals, activities, and assessments. Compared to earlier drafts, these plans reflected improved scaffolding, logical flow, and a growing awareness of pedagogical coherence, demonstrating their ability to support multiple English skills within a communicative, learner-centred framework.

*"Most students were focused and tried their best to apply the format and English materials correctly. The tasks were suitable with objectives."*

The implementation of the Blended Collaborative Peer Review of Teaching (CPRoT) model led to a significant shift in how pre-service teachers approached their EFL teaching practices. Initially, many relied on familiar, teacher-centered techniques such as grammar drills or translation exercises, methods that felt safe but did not always foster genuine communication in the classroom.

As they moved through the CPRoT cycle, something started to change. With ongoing feedback from peers, space to reflect, and repeated chances to revise their lessons, they began to teach with more purpose. Activities were no longer chosen at random; instead, they started selecting tasks and materials that supported their lesson goals. Their planning became more focused and thoughtful, and their confidence grew, especially in designing speaking and listening activities that felt real and meaningful for learners.

Table 3. *Pre-test and Post-test Scores on EFL Pedagogical Performance*

Competency Areas	Pre-test Mean	Post-test Mean
Grammar	73	80
Listening	68	76
Speaking	65	78
Reading	74	82
Writing	73	85

Reflective journals revealed this evolution, showing how students began to see themselves not just as deliverers of content but as facilitators of learning. This transformation was not just anecdotal; it was backed up by pre- and post-test

scores, which showed steady growth across all language skills: grammar improved from 73 to 80, listening from 68 to 76, speaking from 65 to 78, reading from 74 to 82, and writing from 73 to 85. These improvements suggest that CPRoT helped bridge the gap between theory and practice, encouraging students to adopt more communicative, learner-centered teaching approaches. As Richards (2019) pointed out, genuine pedagogical growth often occurs when teachers have the opportunity to reflect deeply and critically on their work. In contexts like Indonesia, where exposure to interactive EFL models can be limited, structured support systems like CPRoT offer a vital pathway for meaningful professional development.

*TPACK integration and development*

One of the most notable developments observed during the implementation of the CPRoT model was the growth of pre-service teachers' Technological Pedagogical Content Knowledge (TPACK). Initially, their use of technology in lesson planning and delivery appeared superficial, often limited to decorative slides or unrelated digital media. However, as the CPRoT cycle progressed, the teacher's reflections indicated a shift toward more intentional, pedagogically driven use of digital tools.

This transformation aligns with the core constructs of Mishra and Koehler's (2006) TPACK framework, which emphasizes the need for teachers to develop a contextualized understanding of how technology intersects with both what they teach (content) and how they teach (pedagogy). Initially, students operated primarily within the technological knowledge (TK) domain, knowing how to use tools such as PowerPoint or YouTube. As the CPRoT cycle progressed, students began demonstrating more refined technological pedagogical knowledge (TPK), selecting digital tools not merely for delivery, but for supporting specific instructional goals (e.g., using breakout rooms on Google Meet to promote student interaction during speaking tasks).

In the early stages, students showed limited understanding of how to connect technological tools with instructional objectives. But repeated cycles of peer observation, feedback, and revision encouraged them to reflect more critically on their teaching decisions. Over time, they began selecting tools, such as *Google Meet*, video recordings, and LMS platforms, not for convenience, but to enhance student engagement and support specific learning outcomes. As one journal entry noted:

*"They started using digital tools more purposefully... to support pedagogical strategies."*

This shift reflected deeper awareness of how technology, pedagogy, and content interact in classroom practice.

*"The students were active, interested, and shared good ideas about using technology in teaching."*

This shows they were not just using tech tools but thinking critically about how to apply them in the classroom. Their enthusiasm and idea-sharing reflect growing digital confidence and a deeper understanding of technology's role in effective EFL instruction.

The CPRoT model's structured approach was key to this progress. Through collaborative reviews and discussions, students received focused feedback on specific teaching decisions, such as the use of visuals, clarity of digital materials, or effectiveness of online quizzes. They were also guided to evaluate whether their tech choices aligned with lesson goals, leading to more intentional revisions in later teaching cycles.

Several journal entries captured this progression. One noted:

*"The good part was the students' confidence and creativity in using real objects and digital slides,"*

It highlights how digital tools were used in tandem with physical materials to enrich learning experiences. Another reflection stated:

*"The session went well because students were already familiar with the e-learning platform and had been well-prepared through previous meetings,"*

It emphasises the impact of scaffolded digital practice on teaching performance. Moreover, technical readiness was evident. The lecturer observed:

*"The online platform worked well, and there were no major technical issues,"*

It suggests that the use of *Elsakti* and other platforms had become routine and effective. Students' ability to manage tools independently, such as conducting tests via LMS or participating in synchronous sessions through *Google Meet*, demonstrated growing digital confidence and competence.

Ultimately, this theme shows that CPRoT, supported by blended learning, helped pre-service teachers move beyond simply using digital tools. Through ongoing reflection and peer collaboration, they began to internalize TPACK as a practical guide for designing lessons, integrating technology, and making thoughtful teaching

decisions. The lecturer's reflections suggest that this growth was not just technical. It also shaped a more adaptive and reflective mindset needed for today's EFL classrooms.

The current study makes a valuable contribution to this discussion by demonstrating that even in resource-limited environments, reflective peer feedback and mixed scaffolding can effectively support preservice teachers' TPACK development.

#### *Student engagement and reflective practice*

Student engagement and reflective practice emerged as the most frequent themes in the lecturer's journal, highlighting their vital role in the CPRoT model. Pre-service teachers were actively involved in the learning process, not just completing assignments. From the beginning, they asked thoughtful questions, shared ideas, and showed genuine interest in both in-person and online sessions. Their active participation was particularly evident during live microteaching and peer feedback discussions, where they demonstrated curiosity, openness to learning, and a strong motivation to enhance their teaching skills.

As the course progressed, a shift was observed in how they approached teaching and reflection. Initially, some were hesitant or unsure, as one reflection noted:

*"Some students looked unsure at first, but most grew more confident as they worked."*

This shift demonstrated improved classroom presence and growing confidence in their teaching. Peer-teaching videos helped connect theory to practice, enabling them to observe effective strategies and reflect more clearly on their lessons.

The growing engagement was also evident in their classroom behavior. One journal entry stated:

*"Most of them were focused and engaged throughout the session."*

It shows that students were not passively participating. They maintained attention, followed the activities closely, and showed genuine involvement. It reflects a sustained commitment to the learning process during both teaching practice and feedback stages.

Moreover, their active involvement went beyond attentiveness. As the lecturer noted:

*"Students contributed positively by staying focused and asking questions."*

This indicates that students were not merely absorbing content, but actively attempting to understand it. Their curiosity and questions signaled a move toward a more reflective, inquiry-based mindset, an important step in becoming thoughtful and adaptable EFL teachers.

Student engagement in CPRoT went beyond active participation. It reflected a deepening reflective mindset. Pre-service teachers revisited lesson plans, thoughtfully responded to peer feedback, and made targeted revisions. Rather than passively accepting input, they critically evaluated their choices, justified their decisions, and planned meaningful improvements, an essential step in shaping their growth as future EFL educators

The lecturer's journal noted that CPRoT encouraged students to take ownership of their learning. Reflection became a habit, not just a requirement. Through peer observation and collaboration, they became more thoughtful about their teaching and adopted a shared learning approach. This growing self-awareness and teamwork reflect the goals of modern teacher education, preparing confident, independent, and reflective EFL professionals.

In the Indonesian context, rote learning often dominates the learning process. Therefore, the transition to in-depth reflective engagement in this study represents a truly transformative pedagogical change through the implementation of the CPRoT model.

#### *Scaffolding and lesson planning support*

Scaffolding was essential in helping pre-service teachers grow professionally during the implementation of CPRoT. Early on, they struggled to align learning objectives with classroom activities and assessments. While they knew the basic structure of a lesson plan, many found it difficult to connect its components meaningfully. For example, some created lessons focused on speaking but used writing-based assessments, revealing a gap between their teaching goals and evaluation methods. As the lecturer insightfully reflected:

*"I realized just explaining isn't enough. Students also need guided examples and time to apply."*

In response, the course incorporated structured supports, including lesson plan templates, visual checklists, and live modeling, which helped students understand how to connect objectives, activities, and assessments in a meaningful way.

The CPRoT process itself reinforced this learning by offering continuous peer review and opportunities for revision. Students benefited not only from the lecturer's feedback but also from observing and learning from their peers' teaching. As reflected in the journal:

*"Most students were open to feedback and learned from their peers' work."*

Additional comments revealed the importance of contextual examples and consistent support:

*"The examples helped them see how to organize their ideas clearly... I explained patiently and gave examples."*

And the quotation:

*"They need more real-world examples and practical experience... This helped me see why students need support and time to understand and apply the concept fully."*

The lecturer also emphasized emotional support and hands-on guidance, stating:

*"At first, some students looked nervous... but as the session went on, they became more confident..."*

In addition, the lecturer's reflection states:

*"I walked around to guide them, answered questions, and gave feedback where needed."*

These reflections highlight how scaffolding, peer learning, and emotional encouragement together created a supportive environment that helped pre-service teachers build planning skills and confidence.

Over time, pre-service teachers became more confident and independent in planning lessons as they internalized key principles and needed less guidance. This shift aligns with Vygotsky's Zone of Proximal Development, showing how support helps learners grow toward autonomy. Scaffolding tools and peer review helped connect theory to practice, allowing students to design clearer, more coherent lessons and reflect critically on their teaching. This emphasizes the importance of structured support in developing both skill and confidence.

#### *Peer feedback and collaboration*

The theme of peer feedback and collaboration showed clear progress in how pre-service teachers engaged in professional dialogue. Initially, they were hesitant to provide critiques, and their feedback was often vague or overly cautious. But with repeated practice and structured opportunities throughout the CPRoT cycle, their responses became more confident, specific, and grounded in pedagogical reasoning. This growth reflects their developing feedback literacy and comfort in collaborative learning. One reflection note:

*"They showed more confidence and gave thoughtful feedback to one another."*

Through repeated cycles of peer observation, review, and teaching revision, pre-service teachers developed the skills needed to analyze teaching practices and articulate constructive input. For instance, they were paired to evaluate each other's

lesson plans, identifying both strengths and areas for improvement. As noted by the lecturer,

*"Students worked in pairs to review each other's lesson plans. They gave comments on strengths and areas to improve."*

This activity encouraged a collaborative mindset, as students practiced giving respectful, specific, and helpful feedback. Another reflection elaborated:

*"Each student shared their work, and we gave feedback on the structure, clarity of objectives, learning activities, and alignment with the curriculum."*

This indicates that peer feedback moved beyond superficial remarks to more thoughtful and criteria-based analysis. Pre-service teachers began evaluating lesson plans for coherence, clarity of objectives, and alignment with curriculum standards. Such engagement reflects their growing pedagogical insight and the development of feedback literacy, an essential skill for professional growth in teacher education.

The structured feedback process within CPRoT served not only to assess teaching performance but also to nurture a collegial learning culture. By engaging repeatedly in peer reviews, pre-service teachers developed reflective habits, respectful communication, and collaborative problem-solving skills, foundational for building a strong professional identity in EFL education. Figure 2 illustrates this development, showing students in an offline peer review session. More than a visual of collaboration, it reflects their growing capacity to hold meaningful, pedagogically grounded discussions with peers.



Figure 2. Giving review and feedback

The image in Figure 2 shows a small group of EFL preservice teachers engaged in a focused discussion during a peer review and feedback session via offline mode. This visual reflects the development of feedback literacy and reflective competence, both of which are essential for

building the professional identity of future educators.

This theme underscores that feedback literacy is not an innate skill but one that must be intentionally taught, modeled, and practiced within a supportive environment. In EFL teacher education, where clear communication, empathy, and professionalism are vital, these competencies become even more important. Through the CPRoT process, peer feedback was embedded as a central practice, encouraging pre-service teachers to shift from passive learners to active collaborators. The lecturer supported this growth by using scaffolding tools like feedback templates, peer modeling, and role-play exercises, which helped students understand that feedback is a skill to be developed. Over time, they became more confident and articulate in giving and receiving input, fostering a culture of mutual respect and growth. This ongoing dialogue not only improved their feedback abilities but also played a key role in shaping their reflective habits and professional identity as future EFL educators.

In Indonesia, providing feedback is often considered sensitive due to cultural differences. CPRoT helps establish a safe psychological space, fosters mutual respect, and fosters professional dialogue. These results demonstrate that collaborative peer review, when properly supported, can foster a positive culture and lead to substantial professional improvement.

#### *Emotional growth and identity formation*

Beyond technical teaching competence, the CPRoT process also brought about significant emotional and personal development among the pre-service EFL teachers. From the earliest stages of the microteaching course, the lecturer observed that many pre-service teachers experienced nervousness, self-doubt, and anxiety, particularly when they were being observed or reviewed by peers. This emotional tension is common in performance-based settings, especially for novice teachers who are still developing confidence in their instructional abilities. One reflection noted,

*"Some students looked nervous, especially those who had struggled before. But as the session went on, they became more confident and engaged."*

This observation illustrates how the CPRoT structure, through repeated opportunities for observation, practice, and peer dialogue, provided a supportive environment that helped reduce anxiety and gradually build teaching confidence.

This emotional shift is further reinforced by another reflection:

*"Most students were more confident and made improvements in structuring their plans. I was there to guide and support their practice."*

This quote highlights how emotional support and teaching growth were interconnected. Feeling encouraged by the lecturer's presence, students became more focused, confident, and open to applying feedback. The safe environment fostered by the CPRoT model helped build both resilience and professional identity, showing that emotional and pedagogical development go hand in hand in pre-service teacher education.

As the cycle of peer teaching, feedback, and revision continued, pre-service teachers gradually began to show signs of increased self-assurance and emotional resilience. They became more open to critique, more engaged during review sessions, and more expressive in articulating their teaching values and experiences. By the later stages of the course, their emotional responses had shifted from anxiety to a sense of pride and accomplishment. The lecturer captured this transformation by stating,

*"I felt proud and a bit emotional seeing how far the students had come."*

This emotional growth played a key role in shaping professional identity. The CPRoT framework gave pre-service teachers consistent opportunities to build meaningful peer and mentor relationships while exploring their roles as future educators. Through ongoing reflection and recognition of their progress, they gradually shifted from seeing themselves as students to identifying as emerging professionals in English language teaching.

The collaborative and supportive environment fostered by CPRoT played a crucial role in shaping pre-service teachers' professional identity. Through shared feedback, encouragement, and respectful dialogue, they not only learned to teach but also to support one another's growth. These social and emotional interactions helped them build a sense of identity grounded in empathy, self-awareness, and reflection. CPRoT addressed the often-overlooked emotional foundation of teacher development, showing that identity is shaped not just by skills and knowledge, but also by relationships and self-perception. In this way, CPRoT nurtured both competence and confidence within a caring EFL learning community. In collectivist cultures such as Indonesia, shared growth through peer engagement may be

especially important for identity formation and emotional development.

#### *Blended learning and technology use*

The integration of blended learning tools was essential in supporting the CPRoT model, enhancing engagement, reflection, and instructional growth. By combining synchronous tools like Google Meet with asynchronous platforms such as *Elsakti* LMS, the course offered a flexible learning space. This setup enabled pre-service teachers to meet deadlines, exchange feedback, and revisit their teaching performances for deeper reflection and purposeful lesson revisions. As the lecturer observed, the blended format helped students reflect more intentionally and improve their teaching practices.

*"Students could rewatch videos, analyze their performance, and improve their planning."*

This quote highlights how asynchronous video access became a powerful tool for reflective learning. Rather than relying solely on memory or real-time observations, students could pause, replay, and examine their teaching critically, identifying both strengths and areas needing improvement.

The synchronous sessions provided essential opportunities for real-time engagement. During face-to-face meetings, students practiced microteaching, received immediate feedback, and interacted with both peers and the lecturer. This format fostered active participation, collaborative exchange, and peer support. Complementing these live sessions, asynchronous LMS activities extended the reflection process. Students were encouraged to revisit teaching videos, post their thoughts, comment on peer submissions, and revise their materials with more thought and care. One reflection supported this:

*"Students improve their teaching strategies using technology and some games. They watched video to help them understand the materials easily."*

This illustrates that technology was not used for its own sake, but purposefully integrated to enhance content comprehension and teaching creativity, critical for EFL contexts.

Moreover, the dual-mode design accommodated diverse learning preferences. Some students thrived in live discussions, while others needed more time to process input independently. The flexibility of the LMS enabled both types of learners to engage meaningfully. This was evident in another journal entry:

*“The session went well overall. In face-to-face meeting, the students were active, interested, and shared good ideas about their teaching plan. Then, they also gave suggestions to their peers in LMS.”*

This quote reflects the seamless continuation of learning across platforms, where real-time participation was deepened through follow-up online interactions. It demonstrates how blended learning supported a cyclical process of planning, feedback, and revision, which is core to the CPRoT model.

Additionally, the use of digital platforms has enhanced assessment and documentation. Video recordings served as tangible evidence of growth. Students could return to these artefacts repeatedly, allowing for more informed self-evaluation. For the lecturer, these recordings also provided a rich source for offering detailed, personalized feedback, something that is difficult to achieve in traditional formats.

Implemented in a blended learning context, the CPRoT model provided a reflective environment where technology facilitated deeper pedagogical development. This approach helped EFL pre-service teachers strengthen their TPACK by making more thoughtful instructional choices using digital tools. The combination of live interaction and flexible, self-directed learning supported the growth of reflective, adaptable, and digitally competent future educators.

Based on the NVivo Coding Analysis presented in Table 1, it is clear that the implementation of CPRoT strategies through blended learning fosters comprehensive development among EFL preservice teachers.

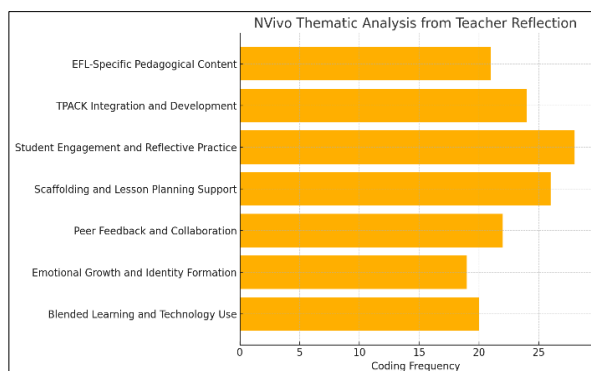


Figure 1. *Thematic analysis of teacher’s journal reflection*

The most frequently referenced theme, Student Engagement & Reflection (28), underscores the value of active participation and thoughtful reflection in professional growth. The data confirms that Blended CPRoT is a comprehensive

and impactful model for enhancing teaching competence, reflective thinking, and identity formation in EFL teacher education.

Compared to research in other countries, this study provides local insights into how EFL teacher preparation in Indonesia can be enhanced through a culturally responsive, collaborative, and technology-enabled peer review model.

The findings of this study underscore the effectiveness of the Blended Collaborative Peer Review of Teaching (CPRoT) model in shaping the professional identity and teaching competence of EFL pre-service teachers. By employing thematic analysis and NVivo-style coding, the research identified seven interconnected themes that collectively portray how student teachers engaged cognitively, emotionally, and professionally during the microteaching course. This discussion interprets these themes in light of existing literature, emphasising their implications for English Language Teaching (ELT) in higher education settings.

*Bridging EFL pedagogy with practical implementation*

One of the most meaningful outcomes of this study was the shift in how pre-service teachers approached teaching and learning in the EFL context. Early in the course, many students relied on traditional, teacher-centred methods such as grammar drills, vocabulary memorisation, and translation activities. While these techniques provided a foundational structure, they often did not promote the communicative competence or learner engagement that modern EFL pedagogy values.

As the CPRoT cycle advanced, pre-service teachers shifted toward learner-centred teaching, incorporating contextual speaking tasks, collaborative writing, and integrated skills. Their lesson plans began aligning with real-life communication goals, marking a move from form-focused to communicative approaches, in line with current ELT practices (Shin, 2020; Wang & Wang, 2023).

Notably, this pedagogical improvement was accompanied by observable gains in the students’ own English proficiency, especially in speaking and writing. Reflection entries noted that their oral communication became more precise and more fluent, with fewer grammatical mistakes. Similarly, writing tasks became more structured and coherent, indicating improved control over text organisation, grammar usage, and vocabulary. This growth was attributed not only to their participation

in CPRoT but also to repeated exposure to feedback, video self-assessment, and peer modelling.

For example, when planning and delivering lessons, students became more mindful of their grammar choices, often revising and editing their instructional language after reviewing recordings or receiving peer feedback. Such iterative refinement helped reduce surface-level errors and encouraged greater linguistic accuracy. These improvements support the argument that teaching can reinforce language learning, especially when reflection is built into the process (Liu & Xu, 2021). As students prepared to teach, they internalised grammatical patterns, developed functional vocabulary, and gained confidence in their language production.

Additionally, the collaborative nature of CPRoT created a dialogic space where students could negotiate meaning, correct each other's language use, and jointly construct better ways to communicate teaching content. According to Lee (2021), this kind of dialogic reflection helps learners integrate content, form, and communicative purpose, contributing to both linguistic and pedagogical development.

In essence, CPRoT served not only as a tool for improving teaching practice but also as an authentic context for language use and development. Pre-service teachers used English in meaningful, goal-oriented tasks, planning, presenting, and discussing lessons, thus deepening their language skills while simultaneously learning how to teach. The growth in grammar accuracy, speaking fluency, and writing coherence was not incidental but emerged as a direct result of this embedded, reflective practice.

Therefore, this study suggests that reflective, peer-supported teaching strategies like CPRoT are doubly effective in EFL contexts. They improve both professional teaching competence and personal language proficiency, addressing the dual challenge faced by many EFL pre-service teachers: becoming both proficient users and effective teachers of English.

#### *Advancing TPACK through reflective integration in ELT contexts*

Another significant outcome of this study was the development of Technological Pedagogical Content Knowledge (TPACK) among the pre-service EFL teachers. Initially, many students viewed technology as an accessory rather than an essential element of effective instruction. However, as they progressed through the blended

CPRoT model, primarily through iterative cycles of teaching, feedback, and reflection, they began to recognise technology as a tool that could purposefully support both content delivery and pedagogical strategies. This transition reflects a deepening of their understanding of how digital tools can be meaningfully integrated into English language teaching, rather than used for display or convenience.

In the context of ELT, this shift is significant. Teaching English as a foreign language involves not just conveying grammar and vocabulary, but also creating opportunities for authentic communication, multimodal learning, and differentiated instruction. Through the CPRoT process, students began to align their use of technology with these goals. For example, they integrated short videos to support listening comprehension, used slides to present visual cues in vocabulary lessons, and employed the Learning Management System (LMS) to host collaborative writing tasks or speaking practice reflections. These decisions were not arbitrary; they were grounded in thoughtful planning, peer feedback, and reflective evaluation.

The flexibility of blended learning further supported this growth. Synchronous meetings allowed students to experiment with digital tools in real-time while receiving immediate feedback, and asynchronous components, such as video replays or online discussion boards, gave them time to reconsider their choices and revise their plans. This process helped them internalise the idea that effective teaching in the 21st century, especially in EFL classrooms, requires the ability to adapt tools to specific learning needs and objectives.

The CPRoT model fostered a mindset of experimentation and intentional technology use. Pre-service teachers gradually shifted from using digital tools merely for novelty to selecting them based on pedagogical purpose. They began asking reflective questions such as, "Does this video support learning?" or "Is this task aligned with my objectives?", which signaled the development of adaptable and context-sensitive TPACK. This change aligns with Mishra and Koehler's (2006) assertion that effective teaching with technology requires "an understanding of the complex interplay between technology, pedagogy, and content". Rather than viewing technology as an add-on, the pre-service teachers began integrating it meaningfully into their lesson planning and classroom decision-making.

In ELT contexts, where students often face linguistic and cultural barriers, meaningful

technology integration can bridge gaps in comprehension and participation. For example, they used multimedia to scaffold vocabulary and grammar, asynchronous tools to support writing feedback, and video recordings to facilitate self-assessment. Through repeated CPRoT cycles, they began engaging in these practices more deliberately, showing growth not only in their technological proficiency but also in their pedagogical awareness and content alignment. This reflective and intentional use of technology exemplifies the kind of holistic, adaptive TPACK development that Mishra and Koehler (2006) advocate.

This finding also aligns with recent studies suggesting that structured reflection, peer modeling, and collaborative planning are crucial for developing TPACK in teacher education (Lee, 2021; Liu & Xu, 2021). More than theoretical knowledge, pre-service teachers need sustained opportunities to apply, revise, and evaluate their use of technology in real teaching scenarios. The CPRoT process, with its built-in reflective and collaborative mechanisms, provided precisely this type of opportunity.

This theme emphasizes that TPACK develops through ongoing, reflective practice, not just lectures or workshops. By experimenting with digital tools, receiving feedback, and making adjustments, pre-service EFL teachers learn to use technology purposefully to support language learning.

#### *Cultivating reflective practitioners in EFL teacher education*

One of the most significant outcomes of CPRoT implementation was the development of deep reflection and active engagement among EFL pre-service teachers. The model's structured cycles of observation, feedback, and revision provided multiple opportunities to assess their teaching critically. Reflecting on their own and peers' lessons helped them recognize effective strategies and identify challenges, such as unclear instructions or limited interaction. These guided reflections strengthened their metacognitive awareness, enabling them to understand their teaching decisions better and improve their instructional clarity and responsiveness, skills essential in EFL contexts (Farrell, 2021; Sari et al., 2023; Chien, 2021).

CPRoT also supported the formation of professional identity by encouraging intentional, learner-focused teaching practices. As pre-service teachers engaged in collaborative reflection, their

perspective shifted from simply completing tasks to making pedagogical decisions aligned with student needs. This shift was evident in their improved lesson plans and use of pedagogical language to justify choices. Such growth highlights CPRoT's role in shaping adaptive, reflective educators ready to meet the demands of diverse language classrooms (Zhang & Yu, 2020; Dervishaj & Krasniqi, 2022).

#### *Building feedback literacy and collegiality*

One key outcome of CPRoT was the development of peer feedback literacy among pre-service EFL teachers. Initially hesitant and unsure, students gradually gained confidence through lecturer modeling, guided sessions, and role-play practice. This process helped them learn to give respectful, constructive feedback and supports the view that feedback is a dialogic skill that must be explicitly taught and scaffolded (Carless & Boud, 2018; Sari et al., 2023). Through shared reflection, they also built interpersonal sensitivity and engaged in more meaningful pedagogical dialogue.

More importantly, feedback practices became an avenue for building a collegial and supportive classroom atmosphere. Rather than viewing peer review as a one-way critique, pre-service teachers began to approach it as a shared learning opportunity, an exchange of insights that could help everyone improve. This shift fostered a sense of professional community where dialogue, mutual respect, and shared growth were prioritised. In the context of English Language Teaching (ELT), where collaboration, peer teaching, and intercultural communication are often essential, such experiences are especially valuable. Through CPRoT, these future teachers were not only learning how to teach better, but they were also learning how to work better with others. This collective engagement with feedback laid the foundation for ongoing professional collaboration, a key competence in today's global EFL teaching landscape.

#### *Emotional development and identity formation*

A key finding of this study is the emotional growth of pre-service EFL teachers during the CPRoT cycle. At first, many felt nervous, insecure, and afraid of being judged, especially during peer observations, common feelings for novice teachers. However, through repeated practice, feedback, and reflection, these emotions shifted into growing confidence, pride, and a sense of belonging. This change shows that teacher identity is shaped not just by skills, but also by experiences,

relationships, and emotional support within the teaching community (Phan & Locke, 2021).

The CPRoT model created a safe yet challenging space where pre-service teachers grew emotionally and professionally. Through structured peer feedback and collaboration, they began to see critique as a learning tool, not a threat. This shift made them more open to being observed and more honest in reflecting on their teaching. As a result, they started to build their professional identity, not just as skilled teachers, but as reflective practitioners supported by emotional resilience and meaningful interaction (Rahmat & Chen, 2023; Kim et al., 2020).

This emotional growth was significant in the EFL context, where teachers must balance language skills, cultural norms, and teaching practices. Through CPRoT in a blended learning setup, pre-service teachers had time and space, both in live discussions and reflective online tasks, to navigate these challenges. This layered support helped them gain confidence, not just as English users but as future educators. CPRoT, therefore, nurtured both their teaching abilities and the emotional strength needed to build a lasting professional identity in EFL education.

#### *Blended learning as a pedagogical enabler*

This study confirms that blended learning, when combined with structured models like CPRoT, effectively enhances teacher education. Real-time interaction via Google Meet and flexible reflection through Elsakti LMS allowed pre-service teachers to review teaching videos, give feedback, and revise lesson plans. This multimodal setup supported both practice and reflection—key for EFL learning, where repetition and application matter. The approach bridged theory and practice, aligning with recent research on the benefits of blended learning for deeper engagement and personalized instruction (Budiarta & Santosa, 2022; Rahimi & Pourshahbaz, 2021).

Overall, the seven themes show that blended CPRoT is more than a feedback tool. It is a holistic model for professional growth. It builds teaching competence, fosters reflection, supports TPACK, and strengthens emotional resilience. For EFL pre-service teachers, CPRoT promotes critical thinking, self-evaluation, and collaboration. Embedding this strategy in blended settings offers a scalable and practical approach to teacher development in modern ELT programs.

## CONCLUSION

This study concludes that the Blended Collaborative Peer Review of Teaching (CPRoT) model effectively supported the professional growth of pre-service EFL teachers. By combining peer feedback, reflection, and blended learning, CPRoT helped students build teaching competence, develop a more apparent professional identity, and engage more confidently in lesson planning and delivery. Thematic analysis revealed seven key areas of growth, including EFL pedagogy, TPACK, student engagement, scaffolding, emotional development, and effective use of digital tools. Through structured observation and revision cycles, students not only improved their teaching practices but also enhanced their English skills, critical thinking, and emotional resilience. The integration of both synchronous and asynchronous platforms made learning more flexible and responsive to their needs. Overall, CPRoT proved to be a practical and holistic approach to preparing reflective, adaptable, and tech-savvy EFL teachers.

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*Promoting EFL pre-service teachers' identity and teaching competencies via blended CProT in ELT*