

INTEGRATING SELF- AND PEER VIDEO-BASED REFLECTIVE PRACTICE IN DEVELOPING CLASSROOM INTERACTIONAL COMPETENCE AMONG GRADUATE EFL STUDENT TEACHERS

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Abstract

Reflective practice is a core component of teacher education, yet research on integrating self- and peer video-based reflection to develop Classroom Interactional Competence (CIC) remains limited, particularly in graduate English as a Foreign Language (EFL) teacher education. This study explored how self- and peer video-based reflective practice supports the development of Classroom Interactional Competence among graduate EFL student teachers. A qualitative case study was conducted with twelve graduate EFL student teachers enrolled in a microteaching course at an Indonesian university. Data were collected through classroom observations, teaching video recordings, self-reflection journals, peer reflection forms, and semi-structured interviews and analyzed using Braun and Clarke's (2021) reflexive thematic analysis. The findings indicate that integrating self- and peer video-based reflective practice enabled participants to critically examine classroom interaction, gain multiple perspectives on their instructional practices, and engage in collaborative reflective dialogue that strengthened professional learning. Video recordings provided authentic evidence for reflection, while peer feedback complemented self-reflection by revealing interactional features that often remained unnoticed during individual review. These complementary processes fostered interactional awareness and supported the progressive development of Classroom Interactional Competence. The study proposes an integrated model of self- and peer video-based reflective practice that offers a conceptual framework and practical guidance for interaction-oriented teacher education in graduate EFL contexts.

Keywords: *classroom interactional competence, peer reflection, self-reflection, student teachers, video-based reflective practice*

Sari

Praktik reflektif adalah komponen inti dari pendidikan guru, namun penelitian tentang integrasi refleksi berbasis video diri dan teman sebaya untuk mengembangkan Kompetensi Interaksional Kelas (CIC) masih terbatas, terutama dalam pendidikan guru pascasarjana Bahasa Inggris sebagai Bahasa Asing (EFL). Studi ini mengeksplorasi bagaimana praktik reflektif berbasis video diri dan teman mendukung pengembangan Kompetensi Interaksional di Kelas di antara dosen mahasiswa EFL pascasarjana. Studi kasus kualitatif dilakukan dengan dua belas guru mahasiswa EFL pascasarjana yang mengikuti kursus mikropengajaran di sebuah universitas Indonesia. Data dikumpulkan melalui observasi kelas, rekaman video pengajaran, jurnal refleksi diri, bentuk refleksi sebaya, dan wawancara semi-terstruktur serta dianalisis menggunakan analisis tematik reflektif Braun dan Clarke (2021). Temuan menunjukkan bahwa mengintegrasikan praktik reflektif berbasis video diri dan teman memungkinkan peserta untuk secara kritis memeriksa interaksi kelas, memperoleh berbagai perspektif tentang praktik pengajaran mereka, dan terlibat dalam dialog reflektif kolaboratif yang memperkuat pembelajaran profesional. Rekaman video memberikan bukti otentik untuk refleksi, sementara umpan balik dari teman sebaya melengkapi refleksi diri dengan mengungkapkan fitur interaksional yang sering kali tidak terlihat selama tinjauan individu. Proses pelengkap ini mendorong kesadaran interaksional dan mendukung perkembangan progresif Kompetensi Interaksional Kelas. Studi ini mengusulkan model terintegrasi praktik reflektif berbasis video diri dan teman yang menawarkan kerangka konseptual dan panduan praktis untuk pendidikan guru yang berorientasi interaksi dalam konteks pascasarjana EFL.

Kata kunci: *kompetensi interaksional di kelas, refleksi sebaya, refleksi diri, guru magang, praktik reflektif berbasis video*

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Introduction

Reflective practice has become a cornerstone of contemporary teacher education because it enables teachers to critically examine their instructional decisions, classroom actions, and professional beliefs (DeLuca et al., 2023; Pinnegar & Lay, 2023). Rather than viewing teaching as the mere implementation of pedagogical techniques, reflective practice positions teachers as lifelong learners who continuously evaluate and refine their instructional practices in response to classroom experiences (Schön, 1983; Chaseley & Abercrombie, 2025; Rozimela et al., 2025). Through systematic and evidence-based reflection, teachers develop pedagogical awareness, improve instructional decision-making, and respond more effectively to students'

learning needs, thereby supporting continuous professional growth (Farrell, 2015; Chaseley & Abercrombie, 2025; Li, 2025; Rozimela et al., 2025).

With the rapid advancement of digital technologies, video-based reflective practice has emerged as an effective approach to supporting teacher reflection. Unlike conventional reflection, which often relies on memory or written narratives, video recordings provide a permanent record of classroom events that teachers can repeatedly observe and analyze. This enables teachers to notice important aspects of instruction, including questioning strategies, classroom interaction, wait time, feedback, non-verbal communication, and student engagement, that may otherwise remain unnoticed during live teaching (Sherin & van Es, 2005; Gynne et al., 2024). Consequently, video-supported reflection promotes deeper professional noticing and more evidence-informed interpretations of classroom practice. Previous studies consistently report that video-based reflection enhances pedagogical awareness, reflective thinking, professional confidence, and instructional decision-making among both pre-service and in-service teachers (Alazmi, 2023; Sim & Kim, 2024; Cai et al., 2025).

Although self-reflection encourages teachers to evaluate their own instructional practices, relying solely on individual reflection may limit professional learning because teachers often overlook aspects of their performance or interpret classroom events from a single perspective (Philp-Clark & Grieshaber, 2024; Ahmad, 2024). Integrating peer reflection introduces collaborative dialogue through alternative viewpoints, constructive feedback, and critical questioning that enrich reflective analysis. Recent studies (Ahmad, 2024; Çelik et al., 2025) further indicate that peer video reflection strengthens reflective competence, professional identity, and confidence by enabling teachers to learn from both their own teaching and that of their peers. As a result, combining self- and peer reflection creates a more comprehensive professional learning environment in which instructional improvement is constructed through shared experiences and reciprocal feedback rather than individual reflection alone.

An important outcome of reflective practice is the development of Classroom Interactional Competence (CIC). Walsh (2006, 2011) defines CIC as teachers' and learners' ability to use classroom interaction as a pedagogical resource for maximizing learning opportunities. From this perspective, interaction is not simply the exchange of information but the primary medium through which language learning is co-constructed. Teachers with strong interactional competence purposefully employ questioning, wait time, interactional feedback, scaffolding, repair strategies, and learner participation to facilitate meaningful learning (Güneş

& Girgin, 2025; Pan et al., 2024). Strengthening these interactional practices therefore enhances both classroom communication and opportunities for language development.

Despite growing research on reflective practice and video-supported teacher education, important gaps remain. Existing studies have largely examined video-based self-reflection and peer reflection as separate pedagogical activities or focused primarily on evaluating teaching performance during microteaching (Wicaksono, 2024; Cai et al., 2025; Karakaş & Yükselir, 2025; Lin, 2025). Consequently, limited attention has been given to understanding how the integration of self- and peer video-based reflective practice supports the development of Classroom Interactional Competence, particularly among graduate EFL student teachers. Moreover, although CIC is increasingly recognized as a key component of effective language teaching, relatively few studies have employed it as the primary analytical lens for investigating reflective learning. Addressing these gaps, the present study explores how integrating self- and peer video-based reflective practice contributes to the development of Classroom Interactional Competence among graduate EFL student teachers. By positioning CIC as the central analytical framework, this study extends existing research on reflective practice and offers a more comprehensive understanding of how collaborative video-based reflection supports professional learning in graduate EFL teacher education.

Responding to these gaps, the present study explores the integration of self- and peer video-based reflective practice in supporting the development of Classroom Interactional Competence among graduate EFL student teachers. To capture the gaps, therefore the research questions are structured such these:

1. How do graduate EFL student teachers engage in self- and peer video-based reflective practice during microteaching?
2. What aspects of Classroom Interactional Competence are identified through self- and peer video-based reflective practice?
3. How does the integration of self- and peer video-based reflective practice contribute to the development of Classroom Interactional Competence?

By positioning CIC as the principal analytical framework, this study extends the existing literature beyond general discussions of reflective practice and teaching performance toward a more interaction-oriented understanding of teacher professional learning. The findings are expected to contribute theoretically to the growing scholarship on Classroom Interactional Competence and reflective teacher education, while providing practical implications for designing reflective pedagogical practices in graduate-level EFL teacher education programs.

Literature review

Reflective Practice

Reflective practice is a fundamental component of teacher professional development because it enables educators to critically examine instructional decisions, classroom experiences, and professional growth. Its theoretical foundation is informed by Dewey, Schön, and Farrell, whose perspectives collectively explain how teachers learn from experience.

Dewey (1933) conceptualized reflection as careful and evidence-based inquiry into experience, arguing that professional learning emerges not from experience itself but from critical examination of that experience. Extending this perspective, Schön (1983, 1987) distinguished between reflection-in-action, which occurs during teaching, and reflection-on-action, which takes place after instruction to improve future practice. Together, these perspectives establish reflection as an ongoing process through which teachers generate professional knowledge rather than merely apply existing theories.

In language teacher education, Farrell (2015, 2019, 2022) expanded reflective practice into a holistic framework encompassing teachers' philosophy, principles, classroom practices, identity, and sociocultural context. He argues that meaningful reflection should be systematic, dialogic, and grounded in authentic classroom evidence, enabling teachers to connect pedagogical beliefs with classroom actions. Recent studies similarly demonstrate that reflective practice enhances pedagogical awareness, instructional improvement, professional learning, and evidence-informed decision-making.

Accordingly, this study conceptualizes reflective practice as a systematic and collaborative process in which graduate EFL student teachers critically examine authentic teaching experiences through self- and peer video-based reflection. Dewey provides the philosophical basis, Schön explains learning through professional experience, and Farrell's framework serves as the primary lens for understanding reflective practice as continuous professional learning.

Video-based Reflection

Video-based reflection has become an influential approach in language teacher education because it enables teachers to revisit authentic classroom events and evaluate instructional practices using observable evidence rather than relying on memory. Unlike written reflection, video recordings preserve classroom interactions that can be reviewed repeatedly, allowing teachers to analyze instructional decisions, teacher–student interaction,

and classroom discourse with greater accuracy. Consequently, research consistently reports that video-supported reflection enhances reflective capacity, pedagogical awareness, and professional learning (Rothe & Göbel, 2024; Sert et al., 2024; Cai et al., 2025).

One of the major contributions of video-based reflection is its ability to foster professional noticing, namely teachers' capacity to identify and interpret significant classroom events. By pausing, replaying, and reviewing classroom episodes, teachers can observe instructional features that are often overlooked during teaching, including questioning strategies, wait time, feedback, scaffolding, turn-taking, learner participation, and classroom discourse management. Such repeated observation promotes deeper analytical reflection and supports more informed pedagogical decision-making (Jakopovic et al., 2024; Rothe & Göbel, 2024; Sert et al., 2024).

Video-based reflection also strengthens evidence-based and collaborative reflection. Instead of relying on subjective recollections, teachers ground their reflections in observable classroom events, making reflective analysis more systematic and credible. Video recordings further facilitate dialogue during peer reflection by providing a shared source of evidence from which teachers compare interpretations, exchange perspectives, and construct richer professional understanding. Through this collaborative process, reflection becomes more critical, reduces individual bias, and promotes continuous instructional improvement. Thus, video functions not merely as a recording technology but as a pedagogical tool that transforms classroom experiences into evidence for professional inquiry.

Self-reflection and Peer Reflection

Self-reflection and peer reflection represent complementary approaches to teacher professional learning. Self-reflection focuses on individual inquiry, enabling teachers to critically evaluate instructional decisions, classroom behaviors, and pedagogical beliefs. Through systematic self-analysis, teachers develop greater self-awareness, autonomy, and responsibility for improving their instructional practices (Zohrabi & Xodabande, 2024; Economou et al., 2024; Hummes & Seckel, 2024).

Peer reflection extends this process by incorporating constructive feedback from colleagues. External perspectives help teachers recognize instructional issues that may remain unnoticed during self-evaluation while encouraging reflective dialogue and the exchange of pedagogical ideas. Studies indicate that collaborative reflection supported by peer feedback enhances reflective competence, professional confidence, and continuous instructional improvement (Karakaş & Yükselir, 2025; Hansen & Mendzheritskaya, 2024).

The complementary nature of these approaches suggests that neither is sufficient when implemented independently. Self-reflection develops personal awareness, whereas peer reflection provides alternative interpretations that challenge assumptions and validate or refine teachers' judgments. Their integration creates a more comprehensive reflective process in which individual evaluation is strengthened through collaborative, evidence-based dialogue. For graduate EFL student teachers, combining self- and peer video-based reflection is therefore expected to facilitate deeper professional learning and support the development of Classroom Interactional Competence (CIC) through continuous reflection, collaborative inquiry, and shared pedagogical understanding (Zohrabi & Xodabande, 2024; Karakaş & Yükselir, 2025; Rozimela et al., 2025).

Table 1. Comparison of Self-Reflection and Peer Reflection

Self-Reflection	Peer Reflection
Develops self-awareness	Provides external perspectives
Encourages autonomous professional learning	Promotes collaborative learning
Identifies perceived strengths and weaknesses	Reveals unnoticed instructional issues
Supports self-regulation and critical self-evaluation	Encourages reflective dialogue and shared meaning-making
Focuses on personal interpretation of teaching experiences	Broadens interpretation through multiple viewpoints

Based on this comparison, the present study argues that integrating self- and peer video-based reflective practice offers a more holistic model of teacher reflection than relying on either approach alone. Video recordings provide objective classroom evidence, self-reflection promotes personal awareness, and peer reflection contributes external insights. Together, these complementary processes create a richer reflective environment that is particularly relevant for fostering Classroom Interactional Competence among graduate EFL student teachers.

Classroom Interactional Competence

Classroom Interactional Competence (CIC) is a central concept in language teacher education because it views classroom interaction as the primary medium through which language learning is constructed. Walsh (2006, 2011) defines CIC as teachers' and learners' ability to use interaction purposefully to create and maximize learning opportunities. Rather than emphasizing teachers' linguistic knowledge alone, CIC focuses on how teachers manage classroom discourse to promote learner engagement, negotiation of meaning, and communicative development. Effective teaching, therefore, depends not only on what teachers

know but also on how they facilitate meaningful interaction that supports collaborative learning.

Walsh further argues that CIC is reflected in several interconnected interactional practices, including teacher questioning, wait time, turn-taking, repair, scaffolding, interactional feedback, and learner participation. Together, these dimensions enable teachers to sustain classroom dialogue, encourage extended learner contributions, respond to communication difficulties, and provide appropriate support for language development. Research consistently shows that these interactional practices foster greater learner participation, improve the quality of classroom discourse, and create more opportunities for meaningful language learning.

In this study, these seven dimensions provide the analytical framework for examining how self- and peer video-based reflective practice contributes to the development of Classroom Interactional Competence among graduate EFL student teachers. By systematically reflecting on recorded classroom interactions, participants are expected to recognize, evaluate, and refine these interactional practices, thereby enhancing both their reflective capacity and their ability to facilitate effective classroom communication.

CLASSROOM INTERACTIONAL COMPETENCE (CIC)			
Analytical Framework and Indicators			
DIMENSION	DESCRIPTION	INDICATORS (Examples)	
1  TEACHER QUESTIONING	Teachers use questions purposefully to stimulate thinking, elicit responses, extend talk, and deepen understanding.	• Use of open-ended and higher-order questions • Probing and follow-up questions • Referential questions to elicit opinions/ideas • Questions that stimulate reasoning and elaboration	“Why do you think...?” “Can you explain further?”
2  WAIT TIME	Teachers provide adequate time for learners to think, process, and construct responses.	• Appropriate pause after asking questions • Allowing learners time to formulate ideas • Avoiding premature answers or self-answering • Encouraging longer learner contributions	“ (Teacher pauses and waits for student response...) ”
3  TURN-TAKING	Teachers manage the flow of interaction so that learners have opportunities to participate and initiate talk.	• Inviting learners to take the floor • Responding to learners' contributions • Balancing teacher talk and student talk • Encouraging peer-to-peer interaction	“Who would like to add to that?”
4  REPAIR	Teachers use interactional strategies to address communication problems and clarify meaning.	• Clarification requests (e.g., “Pardon?”, “What do you mean?”) • Recasts and reformulations • Eliciting self-repair or other-repair • Confirmation checks and meaning negotiation	“I mean... (self-repair) So, you are saying...”
5  SCAFFOLDING	Teachers provide temporary support to help learners accomplish tasks beyond their current level of competence.	• Prompting and hinting • Modeling or demonstrating • Providing cues, guiding questions, or frameworks • Gradually withdrawing support (fading)	“Let me give you a hint...” “Try using this expression...”
6  INTERACTIONAL FEEDBACK	Teachers give contingent responses that support learning, encourage elaboration, and sustain interaction.	• Acknowledging and validating responses • Extending ideas (e.g., “Can you give an example?”) • Providing constructive feedback in context • Encouraging elaboration and deeper thinking	“That’s an interesting point. Can you explain more?”
7  LEARNER PARTICIPATION	Learners actively engage in interaction, express ideas, negotiate meaning, and co-construct knowledge.	• Frequency of learner contributions • Length and depth of responses • Initiation of ideas/questions by learners • Active engagement in peer interaction	“Students ask questions, share ideas, respond to peers, and negotiate meaning.”

★ These seven dimensions interact dynamically to create a rich interactional environment that maximizes learning opportunities.

Key References: Walsh (2006, 2011); Walsh & Sato (2018); Mercer (2013); Seedhouse (2004)

Figure 1. Classroom Interactional Competence Developed from Walsh (2006, 2011)

Method

Research Design

This study employed a qualitative case study design to explore how graduate EFL student teachers engaged in self- and peer video-based reflective practice and how these experiences contributed to the development of their Classroom Interactional Competence (CIC). A qualitative case study was appropriate because the study sought to understand a contemporary educational phenomenon within its real-life context, namely a microteaching course in a Master's program of English Language Education, focusing on participants' reflective experiences and meaning-making rather than measuring intervention effectiveness.

According to Yin (2018), case study research is suitable for investigating contemporary phenomena within their natural settings, particularly when the boundaries between the phenomenon and its context are intertwined. Likewise, Creswell and Poth (2018) emphasize that qualitative case studies provide an in-depth understanding of bounded systems through multiple sources of evidence. In this study, the bounded case comprised a cohort of graduate EFL student teachers participating in a microteaching course where video-based reflective practice was systematically implemented. Data were collected from teaching videos, reflective journals, peer reflection forms, classroom observations, and semi-structured interviews, allowing triangulation and a comprehensive understanding of participants' reflective processes and the development of CIC (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

Participants and Research Context

The participants were twelve graduate EFL student teachers enrolled in the Master's Program in English Language Education at an Indonesian private university. Purposive sampling was used to recruit participants who (1) were enrolled in the Microteaching course, (2) completed at least one recorded microteaching session, and (3) agreed to participate in self- and peer video-based reflective activities throughout the study. These criteria ensured that all participants had direct experience with teaching practice and collaborative reflection.

The study was conducted in a Microteaching course designed to prepare prospective English language educators for professional practice. Participants taught simulated lessons that were video-recorded and subsequently analyzed through structured self- and peer reflection. The reflective activities focused on seven dimensions of Classroom Interactional Competence (CIC)—teacher questioning, wait time, turn-taking, repair, scaffolding, interactional feedback, and learner participation (Walsh, 2006, 2011)—providing an authentic context for examining how video-based reflective practice supported the development of interactional competence.

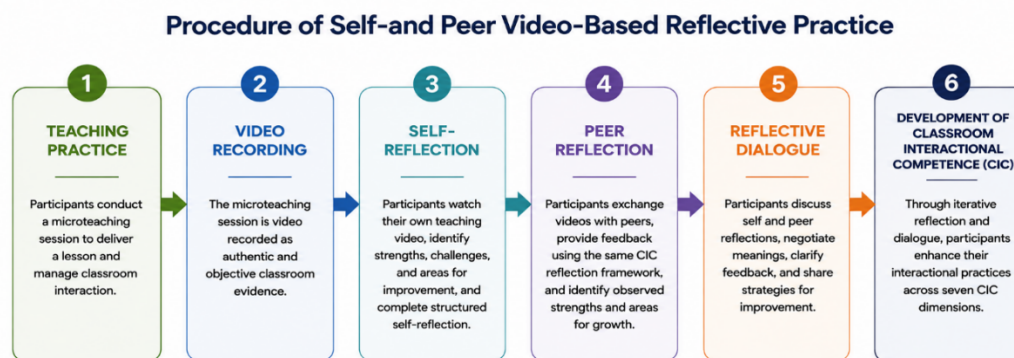


Figure 2. The Flow of Self-and Peer Video-Based Reflective Practice

The procedure of self- and peer video-based reflective practice consisted of six sequential stages. First, the participants conducted a microteaching session in which they demonstrated their instructional practices in a simulated EFL classroom. Second, each teaching session was video-recorded to provide authentic classroom evidence for subsequent reflection. Third, participants individually reviewed their recorded teaching videos and completed a structured self-reflection based on the seven dimensions of Classroom Interactional Competence (CIC). Fourth, they exchanged their teaching videos with peers and provided constructive feedback using the same CIC reflection framework. Fifth, participants engaged in reflective dialogue to compare perspectives, clarify feedback, and collaboratively discuss strategies for improving classroom interaction. Finally, insights gained from self-reflection, peer reflection, and collaborative dialogue supported the development of participants' Classroom Interactional Competence across the seven interactional dimensions.

Research Instrument

To comprehensively examine how self- and peer video-based reflective practice contributed to the development of Classroom Interactional Competence (CIC), this study employed five qualitative instruments. Using multiple data sources enabled methodological triangulation and enhanced the credibility of the findings (Creswell & Poth, 2018; Yin, 2018).

Classroom observations documented participants' instructional practices using an observation protocol based on the seven dimensions of Classroom Interactional Competence (Walsh, 2006, 2011). Video recordings provided authentic evidence of classroom interaction, enabling participants to repeatedly review and analyze critical teaching episodes beyond memory-based reflection (Tripp & Rich, 2012; Gaudin & Chaliès, 2015).

Following each video review, participants completed a self-reflection journal to evaluate their instructional decisions, identify strengths and challenges, and propose improvements. They also completed a peer reflection form, using the same CIC framework to provide evidence-based feedback and alternative perspectives that supported collaborative professional learning (Farrell, 2015; Topping, 2009). Finally, semi-structured interviews were conducted after the reflective cycles to explore participants' experiences, perceived changes in classroom interaction, challenges, and the contribution of collaborative reflection to their professional learning. The interviews allowed in-depth exploration while maintaining consistency across participants (Kallio et al., 2016; Creswell & Poth, 2018).

Data Analysis

The qualitative data were analyzed using reflexive thematic analysis following Braun and Clarke's (2006, 2021) six-phase framework. This approach was selected because it provides a systematic yet flexible method for identifying, analyzing, and interpreting patterns across multiple qualitative data sources while remaining grounded in participants' experiences. Consistent with the interpretivist orientation of the study, thematic analysis enabled an in-depth understanding of how graduate EFL student teachers engaged in self- and peer video-based reflective practice and how these experiences contributed to the development of Classroom Interactional Competence (Braun & Clarke, 2021).

The analysis followed six recursive phases: familiarization with the data, initial coding, theme generation, theme review, theme definition, and production of the final analytical narrative supported by representative participant excerpts (Braun & Clarke, 2021). Data included classroom observations, teaching videos, self-reflection journals, peer reflection forms, and semi-structured interviews.

A hybrid coding approach combined deductive and inductive analysis. Deductive coding was guided by Walsh's (2006, 2011) Classroom Interactional Competence framework, including teacher questioning, wait time, turn-taking, repair, scaffolding, interactional feedback, and learner participation. Inductive coding remained open to patterns emerging from participants' reflections, allowing additional themes related to reflective awareness, collaborative learning, confidence development, and professional growth to be identified. This strategy maintained theoretical coherence while capturing participants' lived experiences.

To enhance analytical rigor, themes were continuously compared across all data sources through triangulation, enabling a comprehensive interpretation of how collaborative video-

based reflective practice supported the development of Classroom Interactional Competence (Yin, 2018; Creswell & Poth, 2018).

Ethical Consideration

This study adhered to established ethical principles for educational research to protect participants' rights, privacy, and well-being throughout the research process. Before data collection, participants received information about the study's purpose, procedures, use of video recordings, and their rights as research participants. Written informed consent was obtained from all participants, and participation was voluntary, with the right to withdraw at any time without academic consequences (BERA, 2024; AERA, 2020).

To ensure confidentiality, participants were assigned pseudonyms, and all identifying information was removed from the datasets. Additional consent was obtained for the use of video recordings solely for research, reflective learning, and publication purposes. All research data were securely stored in password-protected files accessible only to the researchers, following institutional ethical guidelines (Creswell & Poth, 2018; BERA, 2024).

Results

From data analysis, there were four themes generated from thematic analysis. The four themes and their corresponding subthemes are summarized in Table 2, which provides an overview of the key findings that are discussed in the following sections.

Table 2. Thematic Overview of Findings

Theme	Subthemes	Data Sources
Seeing Teaching Differently	Awareness of questioning, awareness of wait time	Self-reflection journals, videos
Learning Through Others	Receiving alternative perspectives, identifying unnoticed issues	Peer reflection forms, interviews
From Reflection to Interaction	Applying peer suggestions, modifying interaction	Observation, videos
Developing CIC	Questioning, wait time, feedback, scaffolding, learner participation	All instruments

Theme 1. Seeing Teaching Differently: Video-Based Self-Reflection Promotes Interactional Awareness

As presented in Table 2, the first theme, "Seeing Teaching Differently: Video-Based Self-Reflection Promotes Interactional Awareness," illustrates how reviewing recorded microteaching sessions enabled participants to recognize aspects of classroom interaction that were not fully noticed during live teaching. Across self-reflection journals, classroom observations, video recordings, and interviews, participants consistently reported that repeated viewing shifted their attention from evaluating overall teaching performance to examining specific interactional practices, including questioning, wait time, teacher responses, scaffolding, and learner participation. The recorded lessons provided concrete evidence that allowed participants to revisit authentic classroom events and critically evaluate their pedagogical decisions.

Table 3. Overview of Emergent Theme 1

Subtheme	Data Sources	Sample of Participants' Statement
Noticing classroom interaction	Video recordings, self-reflection journals, interviews	"Watching my teaching video helped me notice classroom interactions that I had completely overlooked during the lesson. I realized that I was more focused on delivering the material than on how my questions and responses influenced students' participation." (Participant 6)
Becoming aware of questioning techniques	Video recordings, self-reflection journals	"After watching my teaching video, I realized that I often asked questions but answered them myself before giving students enough time to respond. I had never noticed this while I was teaching." (Participant 4)
Recognizing insufficient wait time	Video recordings, self-reflection journals	"After watching my teaching video, I realized that I gave students very little time to think before expecting an answer. I often responded too quickly or rephrased the question, which limited students' opportunities to participate and express their ideas." (Participant 4)
Evaluating teacher responses	Video recordings, observation notes	"I noticed that my feedback was mostly evaluative, such as saying 'good' or 'correct,' without asking follow-up questions. After reviewing the video, I realized that more interactive responses could have encouraged students to elaborate their answers and participate more actively." (Participant 1)
Reflecting on learner participation	Video recordings, observation notes, interviews	"Watching my teaching video helped me realize that I was dominating most of the classroom interaction. Although I thought my students were engaged, the video showed that only a few students had opportunities to participate. This made me aware that I need to create more space for students to express their ideas and interact during the lesson." (Participant 5)

As summarized in Table 3, recurring codes such as noticing interaction, questioning, wait time, teacher response, and learner participation were integrated into the broader theme of interactional awareness. Triangulation across all data sources confirmed that many interactional features became visible only through video review. These findings suggest that video-based self-reflection functioned not merely as a recording tool but as a catalyst for developing interactional awareness, laying the foundation for subsequent peer reflection and collaborative professional learning.

Theme 2. Learning Through Others: Peer Reflection Broadens Professional Perspectives

Table 4. Changes in Participants' Perceptions Before and After Video-Based Reflective Practice

CIC Dimension	Before Reflection	After Reflection	Evidence
Teacher Questioning	"I believed my questions were clear because students usually answered them."	"After reviewing the video, I realized that most of my questions required only short answers. I now try to ask more open-ended questions to encourage discussion."	Observation + video
Wait Time	"I thought giving quick responses kept the lesson moving smoothly."	"Watching the video made me realize that students needed more thinking time before answering."	Video
Turn-taking	"I assumed every student had enough opportunities to speak."	"The video showed that I often interacted with the same students. I now invite quieter students to participate."	Observation
Repair	I usually corrected mistakes immediately so students would know the right answer."	"I learned to use clarification questions instead of immediate correction, allowing students to repair their own responses."	Video
Scaffolding	"I expected students to answer independently without much support."	"The reflection helped me realize that prompts and guiding questions made students more confident to respond."	Observation
Interactional Feedback	"My feedback was usually 'good' or 'correct,' and I thought that was enough."	"After reflecting, I tried to give feedback that encouraged students to explain and extend their ideas."	Video
Learner Participation	"I felt the class was active because several students answered my questions."	The video revealed that only a few students participated regularly. I became more intentional about involving everyone in the interaction."	Observation

Table 4 illustrates the changes in participants' perceptions before and after engaging in self- and peer video-based reflective practice. Overall, the illustrative comparison suggests a shift from general and performance-oriented reflections toward deeper, evidence-based reflections on classroom interaction. Following the reflective process, participants demonstrated greater awareness of key dimensions of Classroom Interactional Competence, including teacher questioning, wait time, turn-taking, repair, scaffolding, interactional feedback, and learner participation, indicating a more critical and interaction-focused understanding of their teaching practices.

Theme 3. From Reflection to Interaction: Collaborative Reflection Shapes Classroom Interactional Competence

Table 5. Triangulation of Data Sources Across Themes

Theme	Observation	Video	Self-Reflection	Peer Reflection	Interview
Theme 1	✓	✓	✓		✓
Theme 2		✓		✓	✓
Theme 3	✓	✓	✓	✓	✓
Theme 4	✓	✓	✓	✓	✓

As shown in Table 5, the third theme, "From Reflection to Interaction: Collaborative Reflection Shapes Classroom Interactional Competence," demonstrates how integrating self- and peer video-based reflection enabled participants to transform reflective insights into improved classroom interaction. Evidence from classroom observations, video recordings, self-reflection journals, peer reflection forms, and interviews consistently showed that collaborative reflection extended learning beyond individual evaluation by encouraging participants to examine teaching from multiple perspectives.

The findings indicate that self-reflection helped participants recognize the strengths and limitations of their teaching, whereas peer feedback challenged assumptions, revealed overlooked interactional issues, and stimulated reflective dialogue. Through this collaborative process, participants compared interpretations, negotiated meanings, and identified practical strategies for improving classroom interaction.

Across the datasets, participants reported becoming more intentional in using questioning techniques, wait time, interactional feedback, scaffolding, and opportunities for learner participation. Classroom observations and video recordings confirmed that these reflective insights were translated into observable improvements during subsequent microteaching sessions. Supported by converging evidence across all qualitative data sources (Table 5), this theme suggests that collaborative video-based reflective practice promotes Classroom Interactional Competence by fostering shared reflection, constructive dialogue, and continuous refinement of interactional practices.

Theme 4. Developing Classroom Interactional Competence

The first three themes demonstrate a progressive pattern in participants' reflective learning, beginning with interactional awareness, expanding through peer perspectives, and culminating in collaborative reflective dialogue. Building upon these interconnected findings, the analysis suggests that the development of Classroom Interactional Competence (CIC) is not an isolated outcome but the result of a sequential and recursive reflective process. By synthesizing the

relationships among the four emergent themes, a conceptual model was developed to illustrate how self- and peer video-based reflective practice facilitated the gradual development of CIC.

Figure 3. Flowchart of Developing Classroom Interactional Competence

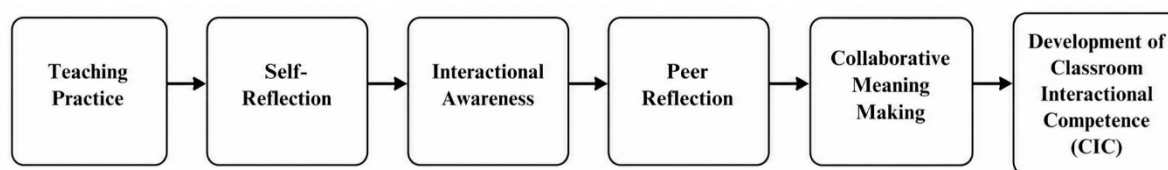


Figure 3 illustrates the developmental process through which graduate EFL student teachers enhanced their Classroom Interactional Competence (CIC) through self- and peer video-based reflective practice. The process began with recorded microteaching sessions, followed by self-reflection that enabled participants to critically examine their instructional decisions and classroom interaction. This fostered interactional awareness of key CIC dimensions, including questioning, wait time, feedback, scaffolding, turn-taking, repair, and learner participation. Peer reflection further enriched this process by providing constructive feedback and alternative perspectives, leading to collaborative meaning making. Together, these interconnected stages supported the continuous development of Classroom Interactional Competence through an iterative and collaborative reflective process.

Discussion

The findings demonstrate that integrating self- and peer video-based reflective practice provides a systematic process for developing Classroom Interactional Competence (CIC) among graduate EFL student teachers. Rather than functioning as separate activities, self-reflection, peer feedback, and collaborative dialogue operated as interconnected processes that progressively enhanced participants' awareness and management of classroom interaction. This extends previous research by explaining how reflective practice contributes to the development of interactional competence.

The first theme highlights the role of video-based self-reflection in fostering interactional awareness. Consistent with Schön (1983), reviewing recorded lessons enabled participants to revisit authentic teaching experiences and critically examine pedagogical decisions beyond the immediacy of classroom performance. Dewey (1933) similarly argued that meaningful professional learning emerges through deliberate reflection on experience, while Farrell (2015, 2019) emphasized that reflection becomes more effective when grounded in authentic classroom evidence. In this study, video recordings enabled participants to notice interactional

features—including questioning, wait time, teacher responses, and learner participation—that had previously escaped their attention. This finding also aligns with Sherin and van Es (2009), who identify video as a powerful tool for developing teachers' professional noticing.

The second theme demonstrates that peer reflection strengthened individual reflection by introducing multiple professional perspectives. While self-reflection promoted personal evaluation, peer feedback challenged assumptions, validated interpretations, and revealed interactional issues that participants had overlooked. This finding is consistent with Vygotsky's (1978) sociocultural theory, which views learning as socially mediated, and with Farrell's (2018) argument that collaborative reflection deepens professional understanding through dialogue. It also reflects Lave and Wenger's (1991) concept of communities of practice, in which professional knowledge is co-constructed through participation and shared experience.

The third theme indicates that reflection influenced not only participants' awareness but also their instructional practices. Through repeated cycles of self-review, peer feedback, and collaborative dialogue, participants refined questioning strategies, extended wait time, provided more responsive feedback, used scaffolding more strategically, and created greater opportunities for learner participation. These changes reinforce Walsh's (2006, 2011) conception of Classroom Interactional Competence, highlighting interaction as a pedagogical resource that supports language learning through purposeful classroom discourse.

Finally, the conceptual model presented in Figure 2 integrates the four emergent themes into a recursive process linking teaching practice, self-reflection, interactional awareness, peer reflection, collaborative meaning making, and continuous refinement of classroom interaction. Unlike earlier studies that examined self-reflection or peer reflection separately, the model illustrates how their integration supports the progressive development of Classroom Interactional Competence. It therefore offers a conceptual framework for future research and practical guidance for designing reflective pedagogies in graduate English language teacher education.

Conclusion and Implication

This study explored how integrating self- and peer video-based reflective practice supported the development of Classroom Interactional Competence (CIC) among graduate EFL student teachers. The findings suggest that video-based reflection fostered interactional awareness, while peer reflection and collaborative meaning making enabled participants to critically examine and refine their classroom interactional practices. Collectively, these reflective

processes contributed to the gradual development of key dimensions of Classroom Interactional Competence, including teacher questioning, wait time, turn-taking, repair, scaffolding, interactional feedback, and learner participation.

The study contributes to the existing literature by proposing a conceptual model that explains the developmental process of Classroom Interactional Competence through the integration of self- and peer video-based reflective practice. This model extends previous studies that have primarily examined self-reflection or peer reflection separately, offering a more comprehensive understanding of reflective professional learning in graduate EFL teacher education. Practically, the findings highlight the value of incorporating structured video-based reflective activities into microteaching and teacher education programs to promote interaction-oriented professional development. Future research may validate and refine the proposed conceptual model in different educational contexts and with larger participant groups using longitudinal or mixed-methods research designs.

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Declaration of AI Use

During the writing of the current manuscript, the authors used AI for language editing, formatting, and revising the draft. During the literature search and screening, AI was used. The authors reviewed and verified all material that has been generated and revised from the original sources. The authors bear total responsibility for the accuracy of the content of this manuscript.

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Conflict of Interest

The authors declare that they have no conflicts of interest.

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