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BLENDED CPROT AS A CATALYST FOR DEVELOPING EFL TEACHERS' PEDAGOGICAL COMPETENCIES

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Abstract: Developing pedagogical competence among EFL pre-service teachers is essential for ensuring effective instruction in today's communicative English classrooms. This study examines the effectiveness of the Blended Collaborative Peer Review of Teaching (B-CPRoT) model in enhancing the professional competencies of Indonesian pre-service teachers enrolled in a microteaching course. The model integrates face-to-face microteaching sessions with digital tools such as Elsakti and Google Meet, enabling structured cycles of observation, feedback, reflection, and revision. Grounded in Shian's four-dimensional framework, the study compared two cohorts of English Education students, one implementing B-CPRoT and another following conventional microteaching without peer review. Quantitative data from performance-based assessments and paired-sample t-tests revealed that students who engaged in B-CPRoT showed significant improvements in teaching skills, classroom management, material presentation, and professional attitudes, particularly in teaching confidence and English fluency. Conversely, participants in the control group displayed stagnation and a slight performance decline. These findings underscore that B-CPRoT not only strengthens technical pedagogical abilities but also nurtures reflective and affective dimensions of teacher professionalism. The study concludes that structured, technology-supported peer review offers a sustainable framework for advancing EFL teacher education in blended learning contexts.
Keywords: *B-CPRoT; teaching competencies; EFL pre-service teachers; peer review; microteaching; blended learning.*

INTRODUCTION

Preparing future English teachers to meet the demands of today's classrooms is far from simple. In English as a Foreign Language (EFL) education, teacher preparation involves much more than content mastery. Pre-service teachers today are expected to make wise pedagogical choices, navigate increasingly diverse classrooms, leverage technology meaningfully, engage in cross-cultural communication, and tailor instruction to students' varying proficiency levels (Eryansyah & Erlina, 2023; Choi, 2025). Recent research further underscores how teacher competencies shape students' achievement, motivation, and overall learning experiences, making them a decisive factor in educational quality (López-Martín et al., 2023; Adams et al., 2023; van Werven et al., 2023).

To conceptualize these competencies, this study draws on Shian's four-dimensional framework, which views teaching competence as an interplay of teaching skills, organization and delivery of material, classroom management, and professional attitudes. These dimensions capture both the technical and relational aspects of effective teaching, offering a comprehensive perspective for evaluating growth in EFL contexts. Still, many pre-service teachers struggle to demonstrate these competencies in practice. Studies reveal persistent difficulties in lesson sequencing, clarity of explanation, integration of multimodal resources, classroom time management, and in cultivating adaptive,

reflective mindsets (Nurhidayat et al., 2024; Qobilovna, 2023).

One of the most established approaches to building these skills is microteaching, where teacher candidates plan, deliver, and reflect on short lessons. Its contribution to increasing teaching confidence and bridging theory with practice is well recognized (Jeon, 2025; Lopez-Hernandez, 2025). However, concerns remain. Conventional microteaching tends to emphasize performance over reflection, places heavy weight on instructor feedback, and often provides limited opportunities for sustained peer interaction (Ergül, 2023). This can be restrictive, particularly in ELT contexts where teachers are expected to practice communicative techniques, manage interaction, and respond flexibly to learners (Calafato, 2024).

To overcome these limitations, recent scholarship has turned attention to peer feedback and technology. Peer observation and reflection have been found to sharpen awareness of teaching practices, encourage self-evaluation, and foster collaborative learning communities (Fan & Xie, 2025; Cendani & Purnamaningwulan, 2023). Research on technology-supported feedback further shows that video reviews, online annotations, and blended peer exchanges promote more objective evaluation, deeper engagement, and richer professional dialogue (Karakaş & Yükselir, 2025; Zhang & Zou, 2023; Zou et al., 2023). Despite this promise, such practices are often conducted in isolated, one-off sessions. As Hattie and Timperley (2017) argue, feedback is most effective when it is sustained, dialogic, and systematically embedded into learning cycles.

This is where blended learning offers significant potential. By integrating face-to-face and online elements, blended models can extend opportunities for practice, dialogue, and reflection beyond classroom boundaries. Recent studies highlight how blended environments foster collaboration, provide flexible access, and allow for more personalized professional learning (Hill & Smith, 2023; Ali et al., 2023; Tran, 2024). In teacher education specifically, blended approaches support reflective practice and peer engagement while harnessing both synchronous and asynchronous tools to deepen learning (Astuti et al., 2023; Yang & Kuo, 2023; Zhangli et al., 2024). This is particularly relevant in EFL training, where technology is not only a tool but a key competency for teachers (Nurhidayat et al., 2024; Liu et al., 2024).

Against this backdrop, the present study proposes the Blended Collaborative Peer Review of Teaching (B-CPRoT) model. This model combines structured peer review with blended learning in a cycle of *planning, reviewing, feedback, and responding*. Pre-service teachers collaboratively design lessons, deliver them in microteaching sessions, observe one another live or via recordings, and then exchange feedback through synchronous meetings (Google Meet) and asynchronous platforms (*Elsakti*). They subsequently revise and refine their practice based on this input.

Figure 1 illustrates the four main stages of the B-CPRoT model: Plan, Review, Feedback, and Respond. These stages are integrated in a blended learning environment that combines offline classroom practice with asynchronous and synchronous digital engagement (Farrell et al, 2015; Gosling, 2014; Garrison, 2008). Unlike traditional microteaching, which often isolates teaching and feedback, B-CPRoT embeds collaboration and sustained reflection at every stage, encouraging professional dialogue and identity formation (Bell & Mladenovic, 2015; Boud & Molloy, 2013).

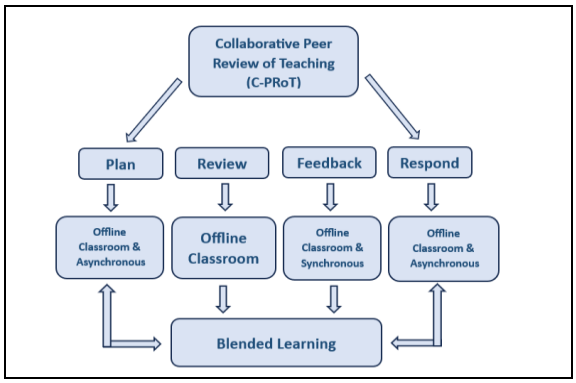


Figure 1. *B-CPRoT steps*

In EFL teacher education, such an approach is highly relevant. Teachers are required not only to master language pedagogy but also to navigate cultural diversity and integrate technology effectively (Mercer & Gkonou, 2020; Sjøen, 2023). B-CPRoT supports this by enabling detailed peer observation, video-based reflection, and constructive dialogue, thereby cultivating a culture of professional support rather than evaluative judgment (Powell et al., 2014; Fan & Xie, 2025). It also resonates with the vision of Education 5.0, which promotes learner-centered pedagogy, collaboration, and technology-enhanced practice.

Although research on blended learning and peer feedback has grown, very few empirical studies have examined their combined impact on teaching competencies in EFL microteaching.

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Most investigations to date have been either perception-based (Murphy Odo, 2023; Ergül, 2023) or theoretical (Bonk & Graham, 2023; Hill & Smith, 2023), while empirical work on measurable outcomes across multiple domains of competence remains scarce. Equally, the relational aspects of peer review, such as trust, emotional support, and professional identity, have received less attention, despite being vital for novice teachers' development (Fan & Xie, 2025; Mafulah & Febrianti, 2025).

The novelty of this study lies in three contributions. First, it provides empirical evidence on the effectiveness of a blended peer review model for enhancing EFL teaching competencies, moving beyond perception-based accounts (Jeon, 2025; Lopez-Hernandez, 2025; López-Martín et al., 2023). Second, it operationalizes peer engagement in a sustained cycle that integrates synchronous and asynchronous modes, offering more continuity than one-off feedback activities (Karakaş & Yükselir, 2025; Zhang & Zou, 2023; Ergül, 2023). Third, it addresses both the technical aspects of competence (teaching skills, delivery, and classroom management) and the interpersonal dimensions, such as reflective attitudes, professional identity, and peer trust, which are rarely explored together (Nurhidayat et al., 2024; Mafulah & Febrianti, 2025; Sjøen, 2023).

By applying the B-CPRoT model in a microteaching course for pre-service EFL teachers, this study aims to demonstrate how structured, technology-supported peer review can strengthen lesson planning, instructional clarity, classroom communication, and reflective teaching attitudes, competencies that are indispensable for preparing effective English teachers in the 21st century. To guide the investigation, the following research questions are posed: (1) Which aspects of teaching competence (teaching skills, material delivery, classroom management, or teaching attitudes) are most prominently developed through B-CPRoT? (2)

In what ways does the B-CPRoT strategy influence the overall teaching competencies of English Education students in an EFL context?

METHOD

The research design used a quasi-experimental pre-test–post-test design with purposive sampling (Chu & Chang, 2017). It aims to assess whether B-CPRoT can significantly enhance teaching competencies compared to traditional methods without structured peer review.

The participants were 40 English Education students (n=40) at *Universitas Pancasakti Tegal*, divided equally into an experimental group (n=20) and a control group (n=20). The sample size was determined based on the minimum requirements for experimental comparison studies in education (Creswell, 2012). Although no formal power analysis was conducted, a group size of 20 per condition aligns with similar peer review and microteaching studies, ensuring sufficient data for statistical analysis while accounting for class size limitations. This study was approved by the *Universitas Pancasakti Tegal* Research Ethics Committee, and all participants gave informed consent.

Table 1: *Demographic profiles of participants*

	n	*%*
Gender		
Male	12	30
Female	28	70
Age		
18	3	7.5
19	23	57.5
20	14	35
Teaching Experience at School		
No experience	33	82.5
1 semester (*Kampus Mengajar program*)	6	15
2 months (PPL program)	1	2.5

The instruments used to collect data include a performance test designed to evaluate the effectiveness of the B-CPRoT model on the teaching competencies of English education students (Ary et al., 2010). This test assesses teaching performance and is conducted during their teaching practice sessions, generating data on the impact of B-CPRoT on their competencies. It captures various aspects of teaching performance, including lesson planning,

classroom delivery, interaction with students, classroom management, and the use of teaching aids or technology. A structured peer feedback rubric was also provided to guide students' observations, covering clarity of explanation, sequencing of materials, classroom interaction, and responsiveness to learners.

Both groups completed a pre-test and post-test one week before and after the intervention. Each student was allocated 30 minutes to deliver a microteaching session, observed by peers and instructors. The experimental group engaged in B-CPRoT across 16 meetings, following these stages (see Figure 1. Stages of B-CPRoT Implementation): (1) Weeks 1-7: Introduction to C-PRoT concepts, TPACK, teaching competencies, and lesson plan design. Students prepared draft lesson plans. (2) Week 8: Midterm test on lesson plan development. (3) Weeks 9-15: Teaching practice and peer review. Students delivered lessons, received peer feedback (guided by the rubric), revised plans, and reflected on performance. Peer feedback sessions lasted 10–15 minutes per presenter and were conducted both face-to-face and asynchronously (via *Elsakti* and *Google Meet*) to ensure sustained reflection. Students uploaded recorded microteaching sessions to *Elsakti*, where peers provided time-stamped comments using video annotation tools, while asynchronous discussions continued in LMS forums and Google Meet breakout sessions. (4) Week 16: Post-test and final reflections. The control group followed the same schedule but received only instructor feedback without structured peer review.

Quantitative data obtained from the performance test were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. The analysis aimed to determine the effectiveness of the Blended Collaborative Peer Review of Teaching (B-CPRoT) model in enhancing the teaching competencies of English education students at *Universitas Pancasakti Tegal*. To identify significant differences in student performance before and after the implementation of the B-CPRoT model, the descriptive and inferential statistics, including measures of central tendency, standard deviation, and paired sample t-tests, were employed (Creswell, 2012). The results are presented in tables, charts, and a summary of statistical findings, providing a clear visual and numerical representation of the data. This statistical approach ensures the reliability and validity of the findings, supporting an objective evaluation of the model's impact on teaching competence.

RESULTS AND DISCUSSION

This section presents the study's findings, which assessed the impact of the Blended Collaborative Peer Review of Teaching (B-CPRoT) strategy on the teaching competencies of EFL pre-service teachers. A performance test was used to evaluate competencies before and after the intervention, providing quantitative insights into how the B-CPRoT model enhances specific instructional domains critical in English Language Teaching (ELT) contexts.

Dominant teaching competencies

Teaching competencies were assessed across four domains adapted from Shian's framework: Teaching Skills (TS), Material Organization and Presentation (MOP), Management of the Learning Environment (MLE), and Teaching Attitudes (TA). These areas reflect the multidimensional nature of professional teaching in ELT, including language-specific pedagogy, material design, classroom interaction, and personal dispositions. Table 2 summarizes the performance test scores across the experimental and control groups.

Table 2. *Dominant teaching competencies*

Competency Area	Experiment Pre-Test	Experiment Post-Test	Control Pre-Test	Control Post-Test
A. Teaching Skills (TS)	685	749	545	631
B. Material Organization and Presentation (MOP)	377	426	304	370
C. Management of the Learning Environment (MLE)	386	452	307	386
D. Teaching Attitudes (TA)	471	561	465	553

Across both groups, Teaching Skills (TS) and Teaching Attitudes (TA) emerged as the dominant competencies. In the experimental group, Teaching Attitudes (TA) showed the greatest

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post-test improvement (+90 points), reflecting growth in motivational, emotional, and interpersonal dimensions, key aspects of EFL instruction that demand empathy, patience, and confidence in language use. Meanwhile, Teaching Skills (TS) consistently achieved the highest raw scores, highlighting strong development in lesson delivery, questioning, and classroom communication.

In contrast, Material Organization and Presentation (MOP) remained the lowest in both groups. This suggests a persistent weakness in lesson planning, instructional sequencing, and the use of multimodal resources. One possible explanation is that while peer review focused heavily on delivery and interaction, less attention was given to material design. Moreover, many students relied on readily available online resources, which limited creativity in adapting materials for EFL learners. Without explicit scaffolding in material development, peer reviewers may not have been equipped to give constructive feedback in this domain.

The following chart visualizes the development of competencies across domains.

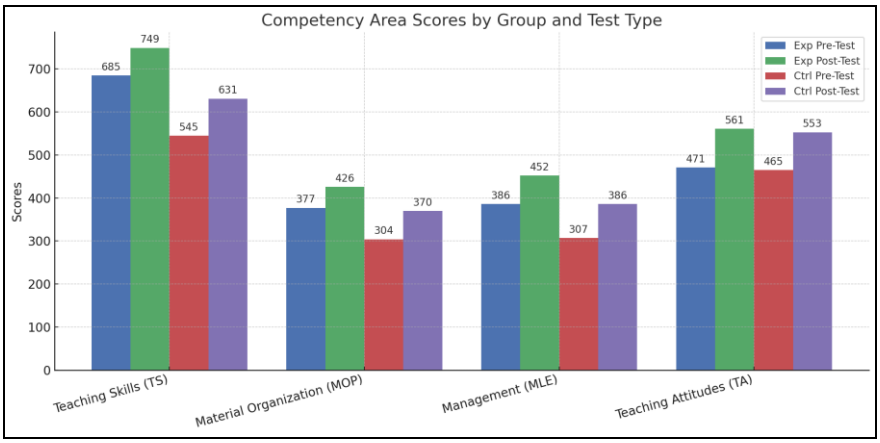


Figure 2. *Chart of dominant teaching competencies*

The Management of the Learning Environment (MLE) showed steady improvements in both groups, suggesting that even minimal practice in microteaching contributes to classroom management awareness. However, the experimental group showed stronger growth, indicating that structured peer review encouraged attention to classroom time use, interaction balance, and participation strategies.

These results suggest that EFL pre-service teachers tend to develop stronger affective and interactive skills (TS and TA) than technical competencies related to material design (MOP). This pattern may reflect the emphasis on practice teaching and peer interaction during the B-CPRoT process, which reinforces relational and delivery-based competencies.

The effect of B-CPRoT on teaching competencies

The study found that the B-CPRoT intervention significantly improved the teaching competencies of pre-service teachers in the experimental group. Participants showed notable progress in instructional techniques, teaching behavior, and professional practices, while the control group demonstrated far less development. The pre-test mean score for the experimental group was 95.95 (SD = 14.799), rising sharply to 169.75 (SD = 15.117) after the intervention. With a consistent sample size of 20, the standard errors of 3.309 (pre-test) and 3.380 (post-test) indicate reliable estimates. These findings highlight B-CPRoT as an effective, structured approach to fostering reflective practice and strengthening essential teaching competencies.

Table 3: *Paired samples statistics*

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pre-test Experimental	95,95	20	14,799	3,309	
	Post-test Experimental	169,75	20	15,117	3,380	
Pair 2	Pre-test Control	112,40	20	10,679	2,388	
	Post-test Control	93,10	20	8,644	1,933	

The substantial increase in the mean score from the pre-test (95.95) to the post-test (169.75) in the experimental group suggests that the B-CPRoT intervention was effective in improving participants' teaching performance. In contrast, the control group began with a higher pre-test mean of 112.40 (SD = 10.679), indicating moderate variation in initial scores. However, their post-test mean declined to 93.10 (SD = 8.644), reflecting a decrease in performance over time. Each group consisted of 20 participants for both testing phases. The standard error of the mean for the control group was 2.388 for the pre-test and 1.933 for the post-test, indicating the degree of precision in the mean estimates. Unlike the experimental group, the control group showed a decrease in scores. This may be due to the absence of targeted intervention or the influence of external factors affecting their learning progress.

Table 4: *Paired samples statistics*

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-test Experimental – Post-test Experimental	-73,800	16,331	3,652	-81,443	-66,157	-20,210	19	,000
Pair 2	Pre-test Control – Post-test Control	19,300	10,209	2,283	14,522	24,078	8,455	19	,000

The results of this study show a clear contrast between the experimental and control groups. The experimental group, who received the B-CPRoT intervention, demonstrated a significant improvement in their post-test scores compared to the pre-test. The paired samples t-test revealed a large mean difference (-73.8), supported by a very high t-value (-20.210) and a p-value well below 0.001. The 95% confidence interval confirmed that this improvement was highly reliable, while the relatively small standard error indicated stable and consistent gains across participants. These findings provide strong evidence that B-CPRoT effectively enhanced teaching competencies.

In contrast, the control group showed a decline in performance. Their mean difference was 19.3, with pre-test scores higher than post-test scores. Although this decrease was statistically significant ($t = 8.455$, $p < .001$), the change was much smaller in magnitude than the improvements observed in the experimental group. The control group's decline suggests that without structured support, teaching competencies may stagnate or even diminish, possibly due to reduced motivation, limited feedback, or gaps in curriculum delivery.

Taken together, these results highlight the effectiveness of B-CPRoT in improving both technical and affective teaching competencies. Pre-service teachers particularly benefited from opportunities to reflect on their teaching skills and professional attitudes, though material organization and lesson design remained weaker areas requiring targeted support. The findings suggest that incorporating collaborative peer review, digital resource workshops, and lecturer modeling into teacher training could strengthen these competencies further. Overall, B-CPRoT proves to be a flexible, technology-supported approach that fosters growth, reflection, and professional confidence in EFL teacher education.

The findings of this study confirm that the Blended Collaborative Peer Review of Teaching (B-CPRoT) model is an effective strategy for strengthening teaching competencies among EFL pre-service teachers. Interpreted through Shian's (1998) four-dimensional framework, the results highlight improvements across teaching skills, material organization and delivery, classroom management, and teaching attitudes, with implications for both technical and interpersonal aspects of teacher preparation.

The consistently high scores in teaching skills, particularly within the experimental group, suggest that B-CPRoT enables pre-service teachers to deliver clearer, more structured, and communicative instruction. This aligns with recent findings that microteaching integrated with peer and video feedback improves pre-service teachers' ability to scaffold input, provide

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instructions, and apply questioning and error correction strategies (Jeon, 2025; Karakaş & Yükselir, 2025). The iterative cycle of planning, observation, and reflection inherent in B-CPRoT allowed candidates to refine their teaching practices, echoing current evidence that sustained feedback loops are essential for aligning instruction with learner proficiency and communicative goals (Fan & Xie, 2025; Murphy Odo, 2023).

Despite overall gains, material design and delivery remained the lowest-performing competency. This reflects common challenges reported in recent studies, which found that pre-service EFL teachers often struggle to design coherent lesson sequences, integrate multimodal resources, and adapt materials in blended contexts (Mafulah & Febrianti, 2025; Yundayani & Alghadari, 2024). Such gaps are critical, since lesson planning and task design form the foundation of effective ELT practice (Gunawan, 2025). Embedding structured material-design workshops within the B-CPRoT cycle may help address this issue, enabling pre-service teachers to practice adapting digital and visual resources to support diverse learner needs, as suggested by Astuti et al. (2023) and Zhangli et al. (2024).

Improvement in classroom management demonstrates that B-CPRoT also fostered stronger organizational and interactional skills. In EFL contexts, classroom management involves not just maintaining discipline but creating a supportive atmosphere for participation and risk-taking (Lopez-Hernandez, 2025; Jeon, 2025). By observing and reflecting on peers' practices, participants developed strategies for managing transitions, facilitating group work, and encouraging autonomy, competencies confirmed in recent research as crucial for shifting from teacher-centered to learner-centered classrooms (Coşgun, 2024; Ro & Kim, 2024). These findings reinforce the role of peer-based reflection in equipping novice teachers with tools to balance order, interaction, and inclusivity.

The most notable gains were observed in teaching attitudes, particularly in empathy, openness, and reflective practice. This finding supports recent scholarship that emphasizes the central role of affective and identity-related dimensions in teacher development (Sjøen, 2023; Barkhuizen, 2017). The blended peer review process provided a safe environment for candidates to process feedback, build emotional resilience, and develop professional identity. Such outcomes are consistent with studies showing that collaborative reflection fosters self-efficacy, resilience, and intercultural sensitivity among pre-service EFL teachers (Fan & Xie, 2025; Mafulah & Febrianti, 2025). In this way, B-CPRoT contributes not only to technical proficiency but also to shaping reflective, identity-aware practitioners.

The findings collectively affirm that blended, collaborative peer review enhances both the technical and interpersonal domains of teaching competence. Whereas conventional training often emphasizes content delivery, B-CPRoT aligns with contemporary ELT teacher education trends that prioritize reflective practice, interaction, and adaptive use of digital tools (Tran, 2024; Liu et al., 2024). The decline observed in the control group underscores the limitations of relying solely on traditional approaches without structured peer engagement, echoing calls for more interactive and technology-integrated strategies in teacher preparation (Ergül, 2023; Nurhidayat et al., 2024).

In sum, B-CPRoT demonstrates potential as a sustainable model for enhancing pre-service teachers' professional growth. By embedding cycles of collaborative reflection and feedback within blended microteaching, it cultivates the pedagogical competence, adaptability, and professional dispositions essential for effective EFL teaching in the 21st century.

CONCLUSION

The findings of this study provide strong evidence that the Blended Collaborative Peer Review of Teaching (B-CPRoT) model is a highly effective framework for developing EFL pre-service teachers' professional competencies. Through the integration of structured peer observation, digital collaboration, and reflective practice, B-CPRoT successfully enhanced participants' teaching skills, classroom management, material presentation, and professional attitudes.

The significant improvement in post-test results among the experimental group, compared to the control group's decline, demonstrates the vital role of sustained peer feedback and blended learning environments in promoting pedagogical growth. Beyond measurable performance gains, the model also fostered reflective awareness, confidence, and collegial support, key affective dimensions often neglected in traditional microteaching. These outcomes highlight that effective teacher education must go beyond knowledge transmission toward a community of reflective practitioners capable of adapting to evolving educational demands.

Future research should explore the long-term impact of B-CPRoT on in-service teaching practices and examine how this model can be scaled across different institutional contexts with varying technological capacities. Integrating B-CPRoT into pre-service and ongoing professional development programs could serve as a sustainable strategy to strengthen both the technical and emotional dimensions of EFL teaching competence. Ultimately, this study reaffirms that collaborative, technology-supported peer review is not merely a pedagogical innovation but a pathway toward building resilient, reflective, and future-ready English teachers.

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