

ENGLISH PRE-SERVICE TEACHERS' REFLECTIVE PRACTICE USING VIDEO AND TRANSCRIPT: EXPLORATORY STUDY FROM TEACHING PRACTICUM EXPERIENCE

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ABSTRACT

Reflective practice holds significant importance in teacher education as it allows educators to assess their teaching experiences critically and enhance their professional skills (Diseth, 2025). This research seeks to investigate how English pre-service teachers experience reflective practice through video and transcript-based self-observation during their teaching practicum. This investigation utilized a qualitative research framework employing Interpretative Phenomenological Analysis (IPA) to delve into the lived experiences of participants regarding video-aided reflection. The study involved six English pre-service teachers participating in a three-month practicum at a senior high school located in Indonesia. Data collection included video observations of the participants' teaching practices followed by comprehensive semi-structured interviews. The data from these interviews were transcribed and examined using IPA methods to discern key experiences, develop themes, and understand participants' perspectives on their reflection processes. This study aims to shed light on how video and transcript-based reflection can facilitate reflective practice and professional development among future English teachers. The outcomes are expected to enhance teacher training by emphasizing the advantages of video-based reflection as a mechanism to encourage more evidence-informed and critical reflection.

Keywords: *Reflective practice , Video-based reflection , Pre-service English teachers Teacher education, Interpretative Phenomenological Analysis*

ABSTRAK

Praktik reflektif memiliki peran penting dalam pendidikan calon guru karena memungkinkan pendidik mengevaluasi pengalaman mengajarnya secara kritis serta meningkatkan kompetensi profesional. Penelitian ini bertujuan untuk mengkaji pengalaman calon guru Bahasa Inggris dalam melakukan praktik reflektif melalui observasi diri berbasis video dan transkrip selama program praktik mengajar. Penelitian menggunakan pendekatan kualitatif dengan metode Interpretative Phenomenological Analysis (IPA) untuk memahami pengalaman hidup peserta dalam memanfaatkan refleksi berbantuan video. Partisipan penelitian terdiri atas enam calon guru Bahasa Inggris yang mengikuti praktik mengajar selama tiga bulan

di salah satu sekolah menengah atas di Indonesia. Data dikumpulkan melalui observasi video terhadap proses pembelajaran yang dilakukan peserta, kemudian dilanjutkan dengan wawancara semi-terstruktur secara mendalam. Data hasil wawancara ditranskripsi dan dianalisis menggunakan teknik IPA untuk mengidentifikasi pengalaman utama, mengembangkan tema-tema penelitian, serta memahami perspektif peserta mengenai proses refleksi yang mereka lakukan. Penelitian ini diharapkan memberikan pemahaman mengenai bagaimana refleksi berbasis video dan transkrip dapat mendukung praktik reflektif serta pengembangan profesional calon guru Bahasa Inggris, sekaligus menjadi masukan bagi program pendidikan guru dalam mengoptimalkan penggunaan video sebagai sarana refleksi yang lebih kritis dan berbasis bukti.

Kata Kunci: Praktik reflektif, refleksi berbasis video, calon guru Bahasa Inggris, pendidikan guru, *Interpretative Phenomenological Analysis* (IPA).

A. Introduction

Reflective practice is widely recognized as a fundamental component of teacher education because it enables teachers to critically evaluate their teaching experiences and improve professional competence (Farrell, 2016a). Rooted in Dewey's concept of reflection as the careful examination of experience, reflective practice emphasizes that meaningful learning occurs through critical analysis rather than experience alone (Machost & Stains, 2023; Muller et al., 2025). In English language teacher education, reflective practice is particularly important because teaching English requires continuous awareness of classroom interaction, language use, instructional strategies, and learner engagement (Cirocki &

Imsa-Ard, n.d.). Reflection helps pre-service teachers evaluate not only learning outcomes but also instructional decisions and classroom discourse, thereby strengthening the connection between theory and practice (Hama & Osam, 2021; Hernwall & Ramberg, 2025; Kourieos, 2016). Studies have shown that structured reflection contributes significantly to teachers' professional development (Magdalena Jonathans et al., 2025). Among various reflective tools, video-based reflection has received increasing attention because it allows teachers to analyze authentic classroom events objectively. Rather than relying on memory, teachers can revisit specific teaching episodes, identify unnoticed classroom interactions, and critically examine

their instructional decisions (Tripp & Rich, 2012). Video also enhances teachers' noticing skills by revealing subtle aspects of classroom practice, including communication patterns, pacing, and student engagement that are often overlooked during live teaching (Gaudin & Chaliès, 2015; Marsh & Mitchell, 2014; Simpson et al., 2025). In English language classrooms, video further enables pre-service teachers to evaluate language use, instructional clarity, questioning techniques, and feedback strategies.

Despite these advantages, previous research has primarily examined video-based reflection within mentor-guided or supervisor-supported settings (Bjørndal, 2025). Comparatively little is known about how pre-service English teachers independently construct meaning from their own teaching videos through self-reflection. Addressing this gap, the present study explores the lived experiences of English pre-service teachers engaging in video- and transcript-based reflective practice during their teaching practicum using an Interpretative Phenomenological Analysis (IPA) approach. This study aims to provide a deeper understanding of how video-assisted

reflection supports reflective awareness and professional development among future English teachers.

B. Research Methods

This study employed a qualitative approach using Interpretative Phenomenological Analysis (IPA). This approach was selected because the study aimed to gain an in-depth understanding of the subjective experiences of pre-service English teachers in engaging in reflective practice through video-based self-observation during their teaching practicum. IPA enables researchers to explore how participants make sense of their lived experiences and interpret those experiences within the context of their professional development as future teachers.

The participants consisted of six pre-service English teachers who participated in a three-month teaching practicum program at a senior high school in Indonesia. Participants were selected using purposive sampling based on their direct involvement in teaching practice and their willingness to participate in all stages of the study. This homogeneous sampling strategy

is consistent with the characteristics of IPA research, which emphasizes an in-depth exploration of individual experiences.

Data were collected in two stages. First, all participants rewatched video recordings of their own teaching sessions as part of a video-mediated self-reflection activity. Second, after completing the video observation, each participant took part in an individual semi-structured interview lasting approximately 10–15 minutes. The interview protocol was designed to explore participants' reflective experiences, including their initial reactions to watching the videos, identification of significant teaching moments, challenges encountered during instruction, connections between their experiences and pedagogical theories, reflections on teaching uncertainties, and the influence of the experience on their professional awareness and future teaching practices. All interviews were audio-recorded and transcribed verbatim to ensure data accuracy.

Data were analyzed using the Interpretative Phenomenological Analysis (IPA) framework, which involved six stages: (1) reading and re-reading the interview transcripts,

(2) conducting initial noting through descriptive, linguistic, and conceptual comments, (3) developing emergent themes, (4) identifying connections among themes within each participant's account, (5) repeating the analytical process for each individual case, and (6) examining patterns across cases to identify shared themes and variations among participants. The resulting themes were supported by verbatim excerpts from the interview transcripts to strengthen the credibility and trustworthiness of the findings.

Table 1. Research Instrument Table (Semi-Structured Interview)

Interview section			indicator	interview questions
Opening (Ice Breaking)	Interview	(Ice)	Participants describe the teaching session and their initial feelings when watching the video	Can you briefly describe the teaching session shown in the video you just watched? How did you feel when you watched your own teaching video again?
Initial Experience	Watching the Video	When	Participants' first reactions and awareness of aspects they did not notice during the actual teaching	What was your first reaction when watching yourself teaching in the video? Was there anything that surprised you or that you had not noticed during the teaching session?
Critical Incident / Challenge			Identification of meaningful or challenging moments during the teaching session	Did you notice any challenging moments in the video? Could you describe a moment that you think was particularly important?
Connection to Theory or Experience			Participants connect their teaching experience with pedagogical concepts or previous experiences	Did the video remind you of any teaching concepts or theories you have learned? How do you connect what happened in the video with your previous teaching experiences?
Uncertainty and Reflection			Participants reflect on doubts or aspects of teaching they reconsider after watching the video	Was there anything in the video that made you feel unsure about your teaching? Are there aspects of your teaching that you would question or reconsider?
Professional Awareness and Future Practice			Participants reflect on what they learned and how the experience influences their future teaching	What did you learn about yourself as a teacher from watching the video? How might this experience influence your future teaching?

Source: (Bjornstal, 2025)

The analysis generated four superordinate themes: (1) experiencing enhanced reflective awareness through video observation, (2) encountering challenges in teaching practice, (3) negotiating self-doubt and professional confidence, and (4) developing professional

identity as future English teachers. These themes demonstrate that video-based reflection enables pre-service teachers to critically evaluate their teaching practices while fostering reflective thinking and supporting their professional development as future educators.

Table 2. Main Themes, Subthemes, and Condensed Statements from the Analysis

Main Theme	Subtheme	Condensed Statements
1. Experiencing Enhanced Reflective Awareness Through Video Observation	Noticing Previously Overlooked Classroom Dynamics	• Felt the classroom was less conducive than initially perceived (P1). • Realized that some students received insufficient attention during outdoor learning (P3). • Became aware of students' diverse characteristics and learning needs (P4). • Discovered that the teacher's voice was not clearly heard by students (P6). • Noticed that some teaching materials were unintentionally omitted (P5).
	Identifying Strengths and Successful Teaching Practices	• Felt proud of students' enthusiasm during game-based activities (P1). • Realized that students understood the material better than expected (P2). • Recognized that thorough preparation contributed to effective teaching (P4). • Found that students still understood the lesson despite instructional limitations (P6).
	Recognizing Areas for Instructional Improvement	• Recognized the need for clearer classroom management rules (P1). • Recognized the need to distribute attention more equally among students (P3). • Recognized the importance of delivering materials more systematically (P5). • Recognized the need for clearer voice projection and better lesson preparation (P6).
2. Encountering Challenges in Teaching Practice	Managing Classroom Interaction and Engagement	• Had difficulty managing students' enthusiasm during activities (P1). • Had difficulty maintaining students' attention during outdoor learning (P3). • Experienced challenges managing a noisy classroom (P6). • Faced diverse student

		characteristics and learning patterns (P4).
	Balancing Instructional Demands and Time Constraints	• Experienced limited time to complete learning activities (P3). • Felt rushed because activities had to be adjusted to the lesson duration (P3). • Recognized the need for more thorough preparation before teaching (P6). • Experienced limited teaching facilities and resources (P4).
	Teaching English Effectively in Authentic Classroom Contexts	• Faced the challenge of using English consistently during lessons (P5). • Tried to simplify language so students could understand the lesson (P5). • Worried that some students struggled to understand English content (P2). • Felt the need to improve content mastery for clearer explanations (P6).
3. Negotiating Doubt Professional Confidence	Self- and Uncertainty About Teaching Competence	• Initially doubted students' ability to participate in learning activities (P1). • Worried about helping all students understand the lesson (P2). • Felt less confident using English during instruction (P5). • Worried about inadequate mastery of the teaching material (P6). • Felt unprepared for unexpected classroom situations (P3).
	Developing Confidence Through Reflective Experience	• Realized that students were more capable than expected (P1). • Became more confident after observing positive student responses (P2). • Recognized that thorough preparation strengthened teaching confidence (P4). • Felt motivated to improve teaching competence through reflection (P6).
4. Developing Professional Identity as Future Teachers	Understanding the Complexity of Being a Teacher	• Recognized the importance of understanding students' individual characteristics (P5). • Realized that teaching requires energy and full commitment (P2). • Recognized that teachers must be patient and adaptable (P6). • Understood that successful learning depends on both instruction and classroom management (P4).
	Becoming More Strategic in Future Teaching Practice	• Planned to use more game-based activities to increase student engagement (P1). • Recognized the importance of preparing alternative lesson plans (P3).

- Recognized the need for better preparation before teaching (P6).
 - Intended to develop learning strategies that better meet students' needs (P5).
 - Committed to improving understanding of students' characteristics (P4).
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C. Results and Discussion

Experiencing Enhanced Reflective Awareness Through Video Observation

The first main theme identified from the interviews was pre-service teachers' experience of developing enhanced reflective awareness through video observation. This theme illustrates how rewatching their own teaching videos enabled participants to critically revisit their classroom practices and recognize aspects of teaching that had previously gone unnoticed during instruction. The participants described video-assisted reflection as a valuable opportunity to examine their teaching performance from a more objective perspective. This overarching theme encompassed three related sub-themes: (a) noticing previously overlooked classroom dynamics, (b) identifying strengths and successful teaching practices, and (c) recognizing areas for instructional improvement.

Several participants reported that video-assisted reflection helped them notice classroom situations that they had not fully realized during teaching. These reflections demonstrate that reviewing teaching videos enabled participants to move beyond their initial impressions and engage in more evidence-based evaluation of their instructional practices. P4, in particular, reflected extensively on how the video observation process enhanced her awareness of teaching dynamics, as demonstrated by her statement below: *"Saat nonton ya....Aku jadi sedikit ingat tentang terakhir aku pertama kali terjun ke SMP 16. Yang gimana emang aku ngadepin banyak berbagai karakter siswa. Apalagi kita kan pembelajarannya dengan menggunakan bahasa Inggris dan itu emang minim, mereka tuh emang banyak yang kurang paham dengan bahasa Inggris, nah jadi disitu sebenarnya itu adalah salah satu video yang memotivasi aku untuk mengajarkan pembelajaran bahasa Inggris itu yang lebih kreatif."* (P4).

Noticing Previously Overlooked Classroom Dynamics

All participants reported that reviewing their teaching videos helped

them recognize classroom situations that had gone unnoticed during instruction. Viewing themselves from an external perspective enabled them to evaluate classroom interactions more critically. Several participants realized that their initial perceptions differed from the actual classroom conditions. For instance, P3 acknowledged that some students received less attention: *“ada beberapa anak yang kurang diperhatikan...”* (P3), while P6 realized that her voice was not clearly heard: *“suara aku itu kurang jelas kedengarannya.”* (P6). P5 also noticed that part of the lesson had been unintentionally omitted: *“beberapa materi... ke-skip.”* (P5). Furthermore, P4 became more aware of students’ diverse learning characteristics: *“karakter anak itu berbeda-beda.”* (P4). Overall, video-assisted reflection enhanced participants’ awareness of classroom interactions, communication, instructional delivery, and students’ individual learning needs.

Identifying Strengths and Successful Teaching Practices

Besides revealing areas for improvement, video observation also helped participants recognize effective teaching practices. Several

participants found that their instructional strategies had produced more positive outcomes than expected. P1 observed that students were highly engaged during game-based activities: *“Mereka excited banget...”* (P1). Likewise, P2 and P6 realized that students understood the lesson despite initial concerns: *“Pas saya suruh dia mau...”* (P2); *“siswa tetap bisa memahami materi...”* (P6). P4 also emphasized that careful preparation contributed to successful teaching: *“lebih prepare... menyiapkan materi.”* (P4). These reflections strengthened participants’ confidence and encouraged a more balanced evaluation of their teaching performance.

Recognizing Areas for Instructional Improvement

Video observation also enabled participants to identify specific aspects of their teaching that required improvement. Classroom management emerged as a major concern. P1 realized that game activities needed clearer rules: *“Harusnya aku kasih kode gantian...”* (P1), while P3 acknowledged that some students received unequal attention: *“ada beberapa anak yang kurang diperhatikan...”* (P3).

Participants also reflected on instructional delivery. P5 recognized that some learning materials had been unintentionally omitted: *"beberapa materi... ke-skip."* (P5), and P6 highlighted the need to improve classroom management and lesson preparation: *"persiapan materinya sama penguasaan kelas..."* (P6). These findings indicate that video-based reflection supported participants in identifying concrete areas for future professional improvement.

Encountering Challenges in Teaching Practice

The second superordinate theme revealed that participants became more aware of the challenges of teaching after reviewing their classroom videos. Video-assisted reflection enabled them to recognize difficulties that were less apparent during the teaching process. Three sub-themes emerged: (a) managing classroom interaction and engagement, (b) balancing instructional demands and time constraints, and (c) teaching English effectively in authentic classroom contexts. As reflected by P5, teaching required not only English proficiency but also effective classroom

management: *"Challenge-nya... full Inggris... biar anak-anak ngerti... ngatur anak-anak... itu challenge banget."* (P5).

Managing Classroom Interaction and Engagement

Participants experienced difficulties maintaining classroom engagement and managing diverse student behaviors. P1 found it difficult to monitor all students during game-based activities: *"gak bisa... cek jawaban siswa satu-satu."* (P1). Likewise, P3 struggled to maintain students' attention during outdoor learning due to limited time and divided attention: *"kejar-kejaran sama waktu."* (P3). P4 highlighted the challenge of handling diverse student characteristics: *"Ada karakter yang susah banget diatur."* (P4), while P6 admitted difficulty managing noisy students: *"belum bisa nge-handle... dengan cara yang baik."* (P6).

Balancing Instructional Demands and Time Constraints

Time management was another major challenge. P3 explained that outdoor learning required rapid adjustments and additional preparation: *"kejar-kejaran sama waktu."* (P3). P5 also found it difficult to maintain an organized classroom

while ensuring students understood the lesson: *“mau terstruktur... itu challenge.”* (P5). Meanwhile, P4 emphasized that limited school facilities required alternative teaching plans: *“harus punya dua metode buat pengajaran.”* (P4).

Teaching English Effectively in Authentic Classroom Contexts

Participants also encountered challenges in delivering English instruction effectively. P5 found it difficult to teach entirely in English while ensuring students understood: *“full Inggris... biar anak-anak ngerti.”* (P5). P2 described encouraging a previously hesitant student to speak English: *“awalnya... nggak bisa... pas saya suruh dia mau.”* (P2). In addition, P6 expressed concerns about mastering the lesson content: *“takut gak bisa menguasai materi.”* (P6). These findings suggest that video-based reflection helped participants identify linguistic, pedagogical, and contextual challenges that informed their future professional development

Negotiating Self-Doubt and Professional Confidence

The third superordinate theme reflects participants' emotional experiences during video-assisted reflection, characterized by a

transition from self-doubt to greater professional confidence. Watching their teaching videos initially triggered feelings of vulnerability but ultimately promoted self-awareness and professional growth. Two sub-themes emerged: (a) experiencing uncertainty about teaching competence and (b) developing confidence through reflective experience. As reflected by P2, becoming a teacher requires understanding every student's needs: *“kita harus tahu... mana yang bisa, mana yang nggak bisa.”* (P2).

Experiencing Uncertainty about Teaching Competence

Participants reported uncertainty regarding their teaching competence, students' understanding, and instructional decisions. P1 doubted students' ability to complete learning tasks: *“Takutnya... waktunya malah kelamaan mikir.”* (P1). Similarly, P2 worried that some students would not be able to learn English: *“Takut ada siswa yang tidak bisa.”* (P2). P5 questioned her ability to teach fully in English: *“takut nggak bisa full Inggris.”* (P5), while P6 was concerned about mastering the lesson content: *“Takut gak bisa menguasai materi.”* (P6). P3 also felt unprepared

to cope with unexpected classroom situations: *"ngejar waktu."* (P3).

Developing Confidence through Reflective Experience

Despite these concerns, video reflection helped participants recognize their strengths and develop greater confidence. P1 realized that students performed better than expected: *"ternyata mereka... ikut excited."* (P1). P2 observed positive changes in students' attitudes toward English: *"dia suka dan ingin belajar lagi."* (P2). P4 attributed successful teaching to thorough preparation and appropriate learning media: *"mereka jauh lebih paham."* (P4). Likewise, P6 gained confidence from positive student feedback: *"anak-anak tetap ngerti."* (P6). These findings indicate that reflective practice transformed self-doubt into increased professional confidence.

Developing Professional Identity as Future English Teachers

The fourth superordinate theme highlights participants' evolving professional identity as future English teachers. Through video-based reflection, participants developed a deeper understanding of the responsibilities of teaching and

identified strategies for improving their future practice. Two sub-themes emerged: (a) understanding the complexity of being a teacher and (b) becoming more strategic in future teaching practice. As P6 reflected, *"Menjadi guru harus betul-betul sabar dan prepare."* (P6).

Understanding the Complexity of Being a Teacher

Participants realized that effective teaching extends beyond content knowledge to include classroom management, understanding students, and continuous learning. P2 emphasized that teachers must understand each student's characteristics: *"harus tahu tentang si anak tersebut."* (P2). Likewise, P5 recognized the importance of adapting instruction to students' learning styles: *"gimana cara belajarnya."* (P5). P4 concluded that teachers must continue learning throughout their careers: *"guru itu harus terus belajar."* (P4), while P6 stressed the importance of patience and preparation: *"harus betul-betul sabar dan prepare."* (P6).

Becoming More Strategic in Future Teaching Practice

Participants also demonstrated stronger strategic thinking for future

teaching. P1 intended to incorporate more game-based learning because it increased student engagement: *"kalau dibuat game... mereka lebih semangat."* (P1). P3 emphasized the importance of having alternative teaching plans: *"harus punya plan A dan plan B."* (P3). P5 planned to improve her teaching strategies: *"yang harus dikoreksi akan aku koreksi."* (P5). P6 committed to better preparation before teaching: *"minimal dua hari sebelumnya."* (P6), while P4 highlighted the need to integrate technology into classroom instruction: *"harus menggunakan teknologi."* (P4). These findings demonstrate that video-assisted reflection fostered participants' professional identity and encouraged more deliberate, reflective, and strategic teaching practices.

Discussion

This study explored how English pre-service teachers experience reflective practice through video and transcript-based self-observation during their teaching practicum. The findings yielded four main themes: (1) experiencing enhanced reflective awareness, (2) encountering challenges in teaching practice, (3) negotiating self-doubt and

professional confidence, and (4) developing professional identity as future English teachers. These themes collectively demonstrate that video-based self-reflection facilitates meaningful reflective practice even without external mentoring, addressing the gap identified in previous literature (Bjørndal, 2025; Williams, 2020).

The first theme revealed that video observation enabled participants to develop enhanced reflective awareness by noticing previously overlooked classroom dynamics, identifying strengths, and recognizing areas for improvement. This finding aligns with Tripp and Rich's (2012) assertion that video analysis allows teachers to move from impressionistic evaluation to evidence-based examination of teaching episodes. Similar to Bjørndal's (2025) study of mentor teachers, participants in this research discovered aspects of their teaching—such as uneven student attention and unclear voice projection—that had been invisible during live instruction. However, unlike Bjørndal's mentor teachers who used video to analyze mentoring conversations, the pre-service teachers in this study used

video to examine their own classroom practices, demonstrating that video-based self-reflection can be effective even without structured external scaffolding. This finding also supports Yuan et al.'s (2022) conclusion that video-based reflection enhances teachers' noticing skills and reflective awareness.

The second theme revealed that video observation made participants more aware of authentic teaching challenges, including managing classroom interaction, balancing time constraints, and teaching English effectively. These challenges reflect what Dewey described as "perplexity, hesitation, or doubt" (Machost & Stains, 2023)—moments of uncertainty that stimulate reflective thinking. The challenge of using English exclusively in the classroom, as expressed by P5, highlights a dimension specific to language teaching that may not be as prominent in other subject areas. This finding extends the work of Anani Sarab and Mardian (2022), who documented similar challenges in pre-service teacher development, by showing that video-based reflection makes these challenges more visible and thus more amenable to critical

examination. Participants' awareness of time management issues and the need for alternative lesson plans also reflects Hernwall and Ramberg's (2025) observation that reflective practice helps teachers critically examine their instructional practices and improve professional competence.

The third theme captured participants' emotional journey from self-doubt to professional confidence. This finding is particularly significant because it demonstrates that video-based reflection is not merely a cognitive exercise but an emotionally charged process. Hamel and Viau-Guay (2019) and Marsh and Mitchell (2014) have noted that video observation can be emotionally challenging for teachers, particularly pre-service teachers who may feel vulnerable when observing their own performance. The present study confirms this observation while extending it by showing how this emotional discomfort paradoxically facilitates professional growth. As Bjørndal (2025) found with mentor teachers, participants who initially experienced discomfort ultimately found the experience transformative. P1's realization that students were

more capable than expected and P2's success in engaging a reluctant learner exemplify how video reflection challenges negative self-perceptions and builds professional confidence. This emotional negotiation is central to professional identity development, as noted by Farrell (2016) and Yuan et al. (2022), and reinforces the importance of addressing affective dimensions in reflective practice (Mann & Walsh, 2017; Kırmızı & Irgatoğlu, 2024).

The fourth theme revealed that video-assisted reflection deepened participants' understanding of the teaching profession and their roles as future educators. This finding aligns with Farrell and Kennedy's (2019) emphasis on reflective practice as a continuous process that enables teachers to connect theory with classroom realities. Participants' growing awareness that effective teaching requires patience, adaptability, and understanding of student characteristics reflects the complexity of professional identity formation documented by Yuan et al. (2022). Moreover, participants' articulation of specific intentions for future practice—such as using game-based activities, preparing alternative plans, and integrating technology—

demonstrates what Bolitho (2008) and Farrell (2015) describe as "reflection for action," where insights from past experiences inform future instructional decisions. This forward-looking dimension is essential for sustained professional development and distinguishes deeper reflective practice from superficial evaluation.

Theoretically, this study contributes to the literature on reflective practice by demonstrating how video-based self-observation facilitates both Schön's (1983) concept of reflection-on-action and Farrell's (2015) reflection-for-action. Participants reviewed their teaching videos to analyze past practices (reflection-on-action) and subsequently planned improvements for future teaching (reflection-for-action). The study also responds to critiques of Schön's framework by incorporating emotional dimensions of reflection (Mann & Walsh, 2017), showing that pre-service teachers' emotional responses—including self-doubt and growing confidence—are integral to their professional development. This integration of cognitive and affective dimensions aligns with recent research emphasizing that emotional

engagement is central to reflective practice in language teacher education (Kırmızı & Irgatoğlu, 2024; Umarusman, 2025; Knorr & Feick, 2026).

D. Conclusion

This study has demonstrated that video and transcript-based self-observation significantly facilitates reflective practice among pre-service English teachers. The findings reveal that video observation enables pre-service teachers to develop enhanced reflective awareness, confront teaching challenges, negotiate self-doubt and professional confidence, and develop their professional identity as future English teachers. By focusing on pre-service teachers' independent reflective practice without external scaffolding, this study addresses a gap in the literature and provides evidence that video-based self-reflection can be a feasible and effective approach for promoting reflective practice in teacher education.

The study also highlights the distinct challenges and insights that emerge when video-based reflection is applied to English language teaching contexts. The need to

manage English use in the classroom, adapt instruction to diverse student needs, and maintain student engagement in language learning activities all emerged as important foci of pre-service teachers' reflections. These findings suggest that video-assisted reflective practice may be particularly valuable in language teacher education, where attention to classroom discourse and language use is central to effective practice.

While the study has limitations, including its small sample size and reliance on self-reported data, it provides compelling evidence for the value of video and transcript-based reflective practice in pre-service teacher education. The findings have practical implications for the design of teacher education programs and suggest that incorporating video-based reflection into practicum experiences can support pre-service teachers' professional growth and identity development. Future research should build on these findings by examining the long-term impact of video-assisted reflection, exploring the role of transcription, and investigating how video-based reflection can be effectively integrated into different educational contexts.

Ultimately, this study underscores the effectiveness of integrating video and transcript-based self-observation, as well as combining individual reflection with structured interview-based discussion, to significantly enhance pre-service teachers' reflective practice, offering a potent approach for professional development in teacher education.

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