

الرؤية والرسالة والهدف

الرؤية (Vision) :

الريادة في مجال نشر البحوث العلمية ، والسعي للوصول لتصنيف عالٍ متقدم بين المجالات العلمية المحكمة ، وأن تكون مجلتنا نبراساً للعلم والمعرفة ، وواجهة علمية وثقافية مشرقة لكليتنا الموقرة ورمزاً خلاقاً يجمع بين الأصالة والحداثة.

الرسالة (Mission) :

إثراء الحركة العلمية بأجود أنواع البحوث والدراسات المتخصصة والتربوية ، التي تربط بين الأصالة والحداثة ضمن اطار حضاري بناء ، باستشارة همم الباحثين وتنمية قدراتهم في النشر العلمي الأصيل وباللغتين العربية والإنكليزية ، وبما يسهم حتماً في إيصال الفكر الوطني / التربوي لكل شعوب العالم . وإتاحة الفرصة للباحثين لتقديم الصورة الحقيقية الناصعة لدور المرأة في المجتمع الإنساني ككل وفي بلدنا العراق بشكل خاص.

الأهداف (Aims) :

تسعى مجلتنا إلى تحقيق الأهداف الآتية :

١. تنشيط البحث العلمي التخصصي في العلوم الإنسانية والمجالات التربوية وقضايا المرأة .

٢. تشجيع البحوث والدراسات والأنشطة العلمية التي تربط الأصالة بالحداثة وصولاً إلى تنمية الاعتزاز بماضيها الجميل والاختيار الواعي لما في الحداثة من توجيهات ينتفع منها الجيل الجديد .

٣. التواصل العلمي والبحثي الهادف مع المراكز العلمية ، والعلماء والباحثين لإبراز دور المرأة في المجتمع علمياً وتربوياً ، وإبراز نشاطاتها البناءة في مجال التخصص والتعليم .

٤. تسليط الضوء والاهتمام عما وصلت إليه المرأة لعراقية من رقي ومساهمة فاعلة في التنمية المستدامة لمجتمعنا الطيب .

٥. تنمية الوعي التربوي لدى الجيل الجديد من خلال استعراض الأفكار والأنشطة التربوية والتعليمية التي تساهم في انماء روح الاحترام للأصالة والانتقاء الواعي للحداثة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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الْإِنْسَانَ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾

سورة الرحمن: الآيات ١ - ٤

مجلة
كلية التربية للبنات

مجلة علمية محكمة

دورية فصلية

تصدر عن كلية التربية للبنات

Iraqia University

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○ حقوق النشر محفوظة.

○ الحقوق محفوظة للمجلة.

○ الحقوق محفوظة للباحث من تاريخ تسليم البحث إلا في حالة تنازله الخطي.

ما ينشر في المجلة من بحوث ووجهات نظر تعبر عن أصحابها

ولا تعبر بالضرورة عن آراء هيئة التحرير أو وجهة نظر الكلية.

التعريف:

مجلة علمية دورية محكمة فصلية تصدر عن كلية التربية للبنات
الجامعة العراقية تعنى بنشر البحوث في المجالات الإنسانية والتربوية
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وتقوم بنشر البحوث العلمية القيمة والأصيلة
في مجالات العلوم الإنسانية المختلفة باللغتين العربية والإنجليزية.

دعوة:

ترحب هيئة تحرير المجلة بإسهامات الباحثين، وأصحاب الأقلام من
الكتاب والمثقفين في أقسام الفكر الإسلامي، والعلوم الإنسانية،
والاجتماعية، والتعليمية والتربوية، وكل ما له صلة بشؤون المرأة
والمجتمع، وقضايا الإنماء التربوي والتعليمي، والبرامج التطويرية
المعاصرة على وجه العموم ، على وفق قواعد النشر المعتمدة من هيئة
تحرير المجلة ، على وفق تعليمات وضوابط النشر في المجلات العلمية
الصادرة من دائرة البحث والتطوير في وزارة التعليم والبحث العلمي الموقرة.

أولاً : رئيس هيئة التحرير:

الأستاذ الدكتور

ورقاء مقداد حيدر / قسم الشريعة / الفقه المقارن

ثانياً : مدير التحرير:

الأستاذ الدكتور

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١.	أ.د. مولود عويمر: تخصص: التاريخ / جامعة الجزائر / كلية العلوم الإنسانية	عضواً خارجياً.
٢.	أ.د. إبراهيم عبد الرحيم أحمد ربابعة: تخصص: أصول فقه / جامعة الوصل / كلية الدراسات الإسلامية/ الإمارات العربية .	عضواً خارجياً
٣.	أ.د. عبد الملك بو منجل: تخصص: اللغة العربية/ النقد الأدبي/جامعة سطيف ٢ ، الجزائر/ كلية الآداب واللغات .	عضواً خارجياً.
٤.	أ.م.د. نجاه موسى الفيتوري : تخصص: تربية وعلم نفس/علم نفس تعليمي/ الجامعة الأسمرية الإسلامية / كلية التربية / ليبيا .	عضواً خارجياً
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٦.	أ.د. سوسن صالح عبدالله سرية : تخصص: اللغة الإنكليزية/الترجمة.	عضواً ومدققاً لغة الإنكليزية

٧.	أ.د. بشرى غازي علوان : تخصص: اللغة العربية / اللغة .	عضواً
٨.	أ.د. نهلة عاشور منسي : تخصص: فلسفة إسلامية / الفقه الإسلامي .	عضواً
٩.	أ.د. محمود دهام نايف : تخصص: أصول الدين / الحديث النبوي .	عضواً
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١٧.	أ.م.د. سينا أحمد جار الله : تخصص: دراسات مالية / إدارة مالية .	عضواً ومحاسباً مالياً

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٢. براء إبراهيم سالم / سكرتيرة المجلة .

ضوابط النشر في المجلة

١. تتخصص المجلة بنشر الحوث العلمية القيمة والأصيلة في المجالات الإنسانية، والتي لم يسبق نشرها أو تقديمها إلى أي جهة أخرى (بتعهد خطي من صاحب البحث) ضمن المحاور المشار إليها في التعريف أعلاه، شرط الالتزام بمنهجية البحث العلمي وخطوات المتعارف عليها محلياً وعالمياً، وتقبل البحوث بإحدى اللغتين العربية أو الإنجليزية بنسبة محددة.
٢. تخضع البحوث المرسلة إلى المجلة جميعها لفحص أولي من هيئة التحرير لتقرير مناسبتها لتخصص المجلة، ثم لبيان أهليتها للتحكيم، ويحق لهيئة التحرير أن تعتذر عن قبول البحث بالكامل، أو تشترط على الباحث تعديله بما يتناسب وسياسة المجلة قبل إرساله إلى المحكمين.
٣. ضرورة تحقق السلامة اللغوية مع مراعاة علامات الترقيم، ومتانة الأسلوب ووضوح الفكرة عل أن يكون الباحث مسؤولاً عن السلامة اللغوية للبحث المقدم باللغتين العربية والإنجليزية.
٤. ترسل البحوث المقبولة للتحكيم العلمي السري إلى خبراء من ذوي الاختصاص قبل نشرها، للتأكد من الرصانة العلمية والموضوعية والجدة والتوثيق على وفق استمارة معتمدة ولا تلتزم هيئة التحرير بالكشف عن أسماء محكميها، وترفض البحوث المتضمنة في خلالها إشارات تكشف عن هوية الباحث.
٥. لضمان السرية الكاملة لعملية التحكيم تكون المعلومات الخاصة بهوية الباحث أو الباحثين في الصفحة الأولى من البحث فحسب.
٦. يلتزم الباحث بإجراء التعديلات الجوهرية المقترحة من المحكمين للبحث.
٧. يحق لهيئة تحرير المجلة رفض البحث واتخاذ القرار وعدم التعامل مع الباحث مستقبلاً عند اكتشافها ما يتنافى والأمانة العلمية المطلوبة بعد التثبت من ذلك.
٨. تنتقل حقوق طبع البحث ونشره إلى المجلة عند إخطار صاحب البحث بقبول النشر، ولا يجوز النقل أي عن البحث إلا بالإشارة إلى مجلتها، ولا يجوز لصاحب البحث أو لأي جهة أخرى إعادة نشره في كتاب أو صحيفة أو دورية إلا بعد أن يحصل على موافقة خطية من رئيس التحرير.
٩. لا تدفع مكافأة للباحثين عن البحوث المحكمة التي تقبل للنشر في المجلة وتقدم رئاسة هيئة التحرير مكافأة خاصة للمحكمين.
١٠. تعتمد المجلة آلية التوثيق المتنوعة فتقبل البحوث بآلية التوثيق بالهوامش سواء أكان في نفس الصحيفة ، أم في نهاية البحث، كما تقبل البحوث بآلية التوثيق في المتن بالطريقة المتعارف عليها عالمياً ب APA.

١١. تقبل المجلة كذلك البحوث الميدانية أو العملية، شرط أن يورد الباحث مقدمة يبين فيها طبيعة البحث ومدى الحاجة إليه ، ومن ثم يحدد مشكلة البحث في هيئة مسائلات أو فرضيات، ويعرف المفاهيم والمصطلحات، ويقدم ،عندها قسماً خاصاً بالإجراءات يتناول فيه خطة البحث ومجتمع والعينات والأدوات ، فضلاً عن قسم خاص بالنتائج ومناقشتها، ويورد أخيراً قائمة المراجع.

١٢. لا يجوز نشر أكثر من بحث للباحث في العدد الواحد من المجلة سواء أكان بحث منفرداً أم مشتركاً مع باحث آخر.

١٣. يزود صاحب البحث- عند نشره- بنسخة واحدة مستلة مختومة من البحث المنشور في العدد.

١٤. تحتفظ هيئة التحرير بحقها في أولوية النشر في كل ما يرد إليها من مطبوعات، تأخذ بنظر الاعتبار توازن المجلة، والأسبقية في تسليم البحث معدلاً بعد التقويم، واعتبارات أخرى، ويخضع ترتيب البحوث في العدد الواحد للمعايير الفنية المعتمدة في خطة التحرير.

١٥. البحوث المنشورة في المجلة تعبر عن آراء أصحابها، ولا تعبر بالضرورة عن رأي هيئة التحرير أو رأي الكلية.

١٦. جميع المراسلات المتعلقة بالمجلة كافة تكون باسم رئيس التحرير، أو مدير التحرير عبر العنوان البريدي wom.Mag.uni@aliraqia.edu.iq ، أو رقم هاتف المجلة.

١٧. أخيراً تؤكد هيئة التحرير على ضرورة الالتزام بالبحث الموضوعي الحر والهادئ والبعيد عن كل أشكال التهجم أو المساس بالرموز والشخصيات، وتتأى عن نشر الموضوعات التي تمس المقدسات، أو تلك التي تدعو إلى العصبية الفئوية والطائفية، وكل ما يوجب الفرقة ويهدد السلم المجتمعي.

دليل المؤلف Author Guidelines

١. يقدم الباحث طلب خطي (استمارة رقم 1 المرفقة) مختوم بالختم الرسمي لجهة الانتساب .
٢. يقدم الباحث ثلاث نسخ ورقية مطبوعة مكبوسة على ورق (A4) وعلى وجه واحد، وتكون إعدادات حواشي الصفحة 2.5 سم من كل جانب بخط (Simplified Arabic) بحجم 14 للمتن و 12 للهامش، و16 غامق للعنوان الرئيسي و 15 غامق للعنوان الفرعي. وإذا كان البحث باللغة الإنجليزية فيكون بخط (Times New Roman) .
٣. لا يزيد البحث عن خمس وعشرين صفحة ، ويكون من ضمنها المراجع والحواشي والجداول والأشكال والملاحق. ويتحمل الباحث ما قيمته ثلاثة آلاف دينار عن كل صحيفة زائدة.
٤. يوقع الباحث التعهد الخاص بكون البحث لم يسبق نشره، ولم يقدم للنشر إلى جهات أخرى، ولن يقدم للنشر في الوقت نفسه حتى انتهاء إجراءات التحكيم (استمارة رقم 2).
٥. يلتزم الباحث بتقديم نسخة من كتاب الاستلال الإلكتروني للبحث وبخلافه يتعذر النشر.
٦. يتعهد الباحث بجلب نسخة إلكترونية من البحث على قرص حاسوب (CD) بعد إجراء جميع التعديلات المطلوبة وقبول البحث للنشر في المجلة.
٧. يرفق مع البحث خلاصة دقيقة باللغتين العربية والإنجليزية على ألا تزيد على صحيفتين مع السيرة الذاتية.
٨. يسدد الباحث أجور النشر والخبراء بحسب مقدارها بكل لقب علمي على وفق المنصوص عليه في الكتب الرسمية ، ويتم تسليم الأجور إلى الجهة الرسمية في القسم المالي للكلية بوصلات رسمية تحفظ حق الباحث وإدارة المجلة ، ولا تسترد الأجور في حالة رفض رئيس التحرير أو المقيمين للبحث المقدم لأسباب علمية أو لسلامة الفكرية أو غيرها.
٩. يستلم الباحث إيصالاً خطياً بتاريخ تسليم البحث. ثم يُعلم بالإجراءات التي تمت.
١٠. إذا استخدم الباحث واحدة من أدوات البحث في الاختبارات أو جمع البيانات فعليه أن يقدم نسخة كاملة من تلك الأداة إذا لم تنشر في صلب البحث أو ملاحق .
١١. تلتزم المجلة بإرسال البحث إلى مقومين بخطاب تأليف، استمارة رقم 3 المرفقة ، على أن يتم تقويم البحث في مدة أقصاها ١٠ أيام، وبخلافه يقدم الخبير اعتذاره في أسبوع، وعندما يكون التقويم العلمي إيجابياً باتفاق اثنين من المقومين يحال البحث إلى المقوم اللغوي لتدقيقه لغوياً.

دليل المقوم Reviewer Guidelines

أدناه الشروط والمتطلبات الواجب مراعاتها من قبل المقوم للبحوث المرسلة:

١. يقوم البحث على وفق استمارة معتمدة للتقويم (استمارة رقم 4) تتضمن الآتي:

أ- فقرة تتعلق بموضوع البحث هل سبقت دراسته من قبل بحسب علمكم؟ وهل يوجد اقتباس حرفي؟ (الإشارة إلى الاقتباس إن وجد) أو استلال مع تحديد مكان الاستلال.

ب - جدول تقويمي فني تفصيلي يعبر عنه بـ (24) فقرة محددة صيغت على وفق مقياس ليكرت الثلاثي: جيد (3)، مقبول (2)، ضعيف (1) ويقوم الخبير بالتأشير على اختيار واحد منها تبعاً لقناعاته بمحتوى الفقرة وعدم ترك أي فقرة بدون إجابة.

ت - مكان محدد لملاحظات الخبير الخاصة بتفاصيل البحث، أو أساسيات العامة (علمية أو منهجية) كي يستفيد منها الباحث.

ث - خلاصة التقويم المتعلقة بصلاحية النشر على وفق ثلاث خيارات (صالح للنشر أو صالح بعد إجراء التعديلات، أو غير صالح للنشر) على وفق المعايير المحددة في الاستمارة.

ج - مكان محدد لتنشيط مسوغات عدم الصلاحية للنشر إذا حكم بذلك.

٢. على المقوم التأكد من تطابق وتوافق عنوان الخلاصتين العربية والإنجليزية لغوياً.

٣. أن يبين المقوم هل أن الجداول والأشكال التخطيطية الموجودة واضحة ومعبرة.

٤. أن يبين المقوم هل أن الباحث اتبع الأسلوب الإحصائي الصحيح.

٥. أن يوضح المقوم هل أن مناقشة النتائج كانت كافية ومنطقية.

٦. على المقوم تحديد مدى استخدام الباحث المراجع العلمية.

٧. يمكن للمقوم أن يوضح بورقة منفصلة التعديلات الأساسية لغرض قبول البحث.

٨. توقيع الخبير على الاستمارة تمثل تعهداً خطياً بأنه قام بتقويم البحث علمياً على وفق المعايير الموضوعية، وأن البحث يستحق التقويم الحاصل عليه ومطلوب تسجيل اسمه على وفق ما مثبت في الاستمارة.

وزارة التعليم العالي والبحث العلمي

الجامعة العراقية

كلية التربية للبنات

مجلة

كلية التربية للبنات

مجلة علمية محكمة

فصلية دورية

تصدر عن كلية التربية للبنات

نعتى بنشر البحوث فى امجالات الانسانية والتربوية

العدد الثالث والثلاثون (٣٣) الجزء الثاني

الصادر بتاريخ: ٢٠٢٦/٦/١٥

افتتاحية العدد...

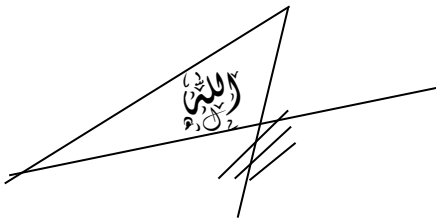
الحمدُ لله ربِّ العالمين ، والصلاة والسلامُ على نبيِّنا محمدٍ ، وعلى آله وصحبه تسليماً كثيراً...

أما بعد...

يولّد عدد جديد من مجلة (كلية التربية للبنات / الجامعة العراقية) يحمل الرقم (33) ، الثالث والثلاثين ، بتاريخ 15/6/2026 ، يحوي بحوثاً متنوعة بين لغوية وأدبية وتربوية ونفسية وتاريخية واجتماعية ، وبحوث اللغة الإنكليزية ، ليكون العدد منهلاً للباحثين والدارسين والقراء عموماً ، يروي عطش المعرفة وحب العلم والتميز .

وفي هذا الإطار تؤكد إدارة المجلة حرصها على أن تكون البحوث المنتخبة في المجلة مثمرة للمجتمع والإنسان العراقيين ، وأن تلتزم بمبادئ وزارة التعليم العالي والبحث العلمي وتعليماتها ، في نوعية الموضوعات التي تعالجها ، وإسهامها المباشر في تنمية المجتمع العراقي والارتقاء به في سلم العلم والمعرفة .

نسأل الله السداد والتوفيق للباحثين والقراء ، ونسأله تعالى السداد لنا في عمل تحرير المجلة ، وأن يكون العمل خالصاً لوجهه الكريم ، ويكون لبنة في البناء المعرفي والعلمي لكليتنا الرصينة ، وخطوة نحو التقدم والازدهار العلمي لعراقنا الحبيب ، ومن الله التوفيق ، وصلى الله على سيدنا محمد وآله وصحبه وسلم تسليماً كثيراً.



هيئة تحرير المجلة

صيف 2026/6/15

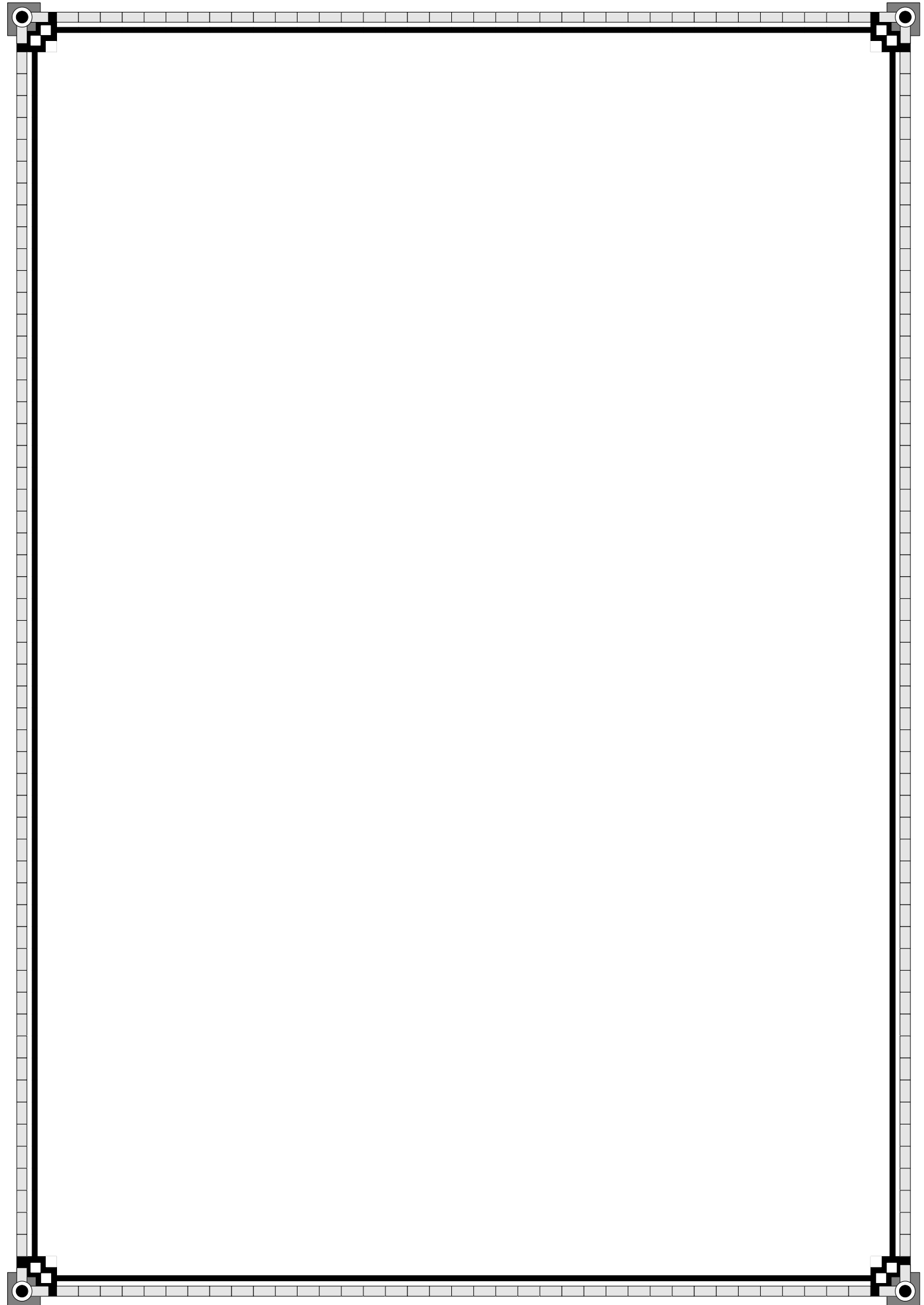
(٢ ج)

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Teaching Performance Development Through Reflective Practice

تنمية الأداء التدريسي من خلال الممارسة التأملية

**Keywords: Teaching performance, reflective teaching, student-
teachers**

الكلمات المفتاحية: الأداء التدريسي، التدريس التأملي، الطلبة المطبقون

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المستخلص

تعرّضت التربية العملية في كليات التربية العراقية لانتقادات بسبب ضعف تركيزها على التأمل المنظم والتقويم الذاتي المنهجي، وهما عاملان أساسيان في تعزيز التطور المهني للطلبة المطبقين وتحسين فاعلية التدريس. وعليه، هدفت الدراسة إلى التحقق مما إذا كان استخدام نموذج تأملي منظم يمكن أن يساهم في تنمية قدرة الطلبة المطبقين على تقويم أدائهم التدريسي وتحسينه أثناء فترة التطبيق العملي. تبحث هذه الدراسة في أثر تطبيق نموذج رولف التأملي في تطوير الأداء التدريسي لطالبات قسم اللغة الإنجليزية بوصفها لغة أجنبية في العراق. تألفت عينة الدراسة من أربعين طالبة من المرحلة الرابعة في قسم اللغة الإنجليزية بكلية التربية للبنات / جامعة بغداد، قُسموا بالتساوي إلى مجموعة تجريبية وأخرى ضابطة. وتم اعتماد تصميم شبه تجريبي قائم على المنهج المختلط. جُمعت البيانات الكمية باستخدام استمارة ملاحظة للأداء التدريسي، في حين جُمعت البيانات النوعية من خلال الملاحظات الميدانية والمقابلات شبه المنظمة. وقد تم تدريب أفراد المجموعة التجريبية على استخدام نموذج رولف التأملي طوال فترة التطبيق العملي، بينما اتبعت المجموعة الضابطة الإجراءات التقليدية للتربية العملية. تم تحليل البيانات الكمية باستخدام الاختبارات الإحصائية المناسبة، في حين حُللت البيانات النوعية تحليلًا موضوعيًا. وأظهرت النتائج وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في الأداء التدريسي. وتلخص الدراسة إلى أن النماذج التأملية المنظمة أسهمت في تنمية مهارات التقويم الذاتي لدى الطالبات المطبقات وتحسين أدائهم التدريسي، وتوصي بضرورة إدماج الممارسة التأملية بصورة أكثر وضوحًا في برامج إعداد مدرسي اللغة الإنجليزية بوصفها لغة أجنبية.

Abstract

Teaching practice within Iraqi Colleges of Education has been critiqued for its insufficient emphasis on structured reflection and systematic self-evaluation, factors that are vital for fostering student-teachers' professional development and enhancing instructional effectiveness. Accordingly, the study aimed to examine whether using a structured reflective model could enhance student-teachers' ability to evaluate their teaching and improve their teaching performance during the practicum. This study investigates the effect of implementing Rolfe's reflective model on Iraqi EFL student-teachers' teaching performance. The sample consisted of forty fourth-year EFL student-teachers at the College of Education for Women, University of Baghdad, divided equally into an experimental group and a control group. A mixed-methods quasi-experimental design was adopted. Quantitative data were collected through an adopted teaching performance observation checklist while qualitative data were obtained from field notes and semi-structured interviews. The experimental group was trained to use Rolfe's reflective model throughout the practicum, whereas the control group followed the conventional practicum procedures. Quantitative data were analysed using appropriate statistical tests, and qualitative data were analysed thematically. The

findings indicated statistically significant differences favouring teaching performance of the experimental group. The study concludes that structured reflective models enhanced student-teachers' self-evaluation skills and teaching performance, and it recommends that reflective practice be more explicitly integrated into EFL teacher education programmes.

1. Introduction

Teaching is a demanding profession because it requires scientific, methodological, psychological, and sociological knowledge and competence, as teachers influence their pupils' lives. It is an intellectual activity that demands continuous decision-making before, during, and after classroom instruction (Pultorak, 1996). It is undeniable that teaching, especially teaching a foreign language, is not an effortless task since it “involves a complex cycle of planning, acting, observing, and reflecting” (Loucks-Horsley et al., 2010, p. 64).

Within the Iraqi educational landscape, English language instructors occupy a pivotal role (Sadiq, 2020a). Given that English is positioned as a foreign language, the educator frequently serves as the primary conduit for linguistic exposure (Sadiq, 2020b). Consequently, the preparation of pre-service teachers has emerged as a vital and prominent focus in contemporary discourse (Aziz, 2021), driven by the understanding that cultivating skilled educators is foundational to enhancing student outcomes (Mahdi, 2009; Alsaadi & Saalh, 2013). Despite structured training, research indicates a persistent challenge: college supervisors in Iraq observe that student-teachers often fail to effectively translate theoretical knowledge of Teaching English as a Foreign Language (TEFL) into practical classroom application, resulting in diminished instructional efficacy (Chiyad & Abbas, 2016).

The decisions student-teachers make must be evaluated for their effectiveness in developing teaching practices that result in an improvement in pupils' academic achievement. Teacher training equips student-teachers with essential theoretical knowledge and structured opportunities to engage in microteaching, thereby preparing them for the professional practice of teaching. However, traditional teacher training alone cannot prepare student-teachers for the dynamic, unpredictable nature of teaching (Taušková, 2014). This limitation highlights the necessity for practical experiences that enhance formal coursework, thereby, emphasising the significance of the practicum.

According to Price (1989), the main purpose of the practicum is to link theory to practice. This is achieved by supervising student-teachers as they apply and assess the different knowledge and skills acquired at university within a real school environment (Loucks-Horsley et al., 2010).

Teaching Performance Development Through Reflective Practice

Microteaching in teacher training along the subsequent practicum period is indispensable because no amount of theoretical instruction can substitute for experiential learning. However, possessing the experience is insufficient, as the gap between the theoretical knowledge and the practical experience remains unbridged. It is therefore essential to gain experience and assess, evaluate, and receive feedback on it.

Rolfe et al. (2001) proposed a reflective model that is characterized by its clarity and accessibility. It is structured around three guiding questions, *What?*, *So what?*, and *Now what?*. These questions encourage practitioners to first describe the situation, then interpret its meaning and significance, and finally consider future actions or changes. The strength of this model lies in its straightforward structure, which is useful for both novice student-teachers and experienced teachers.

Reflection is by itself a standalone skill that is considered a pivotal approach for integrating theoretical knowledge with practical experience in teacher training. Reflective skills are essential, enabling student-teachers to examine what, why, and how they teach critically. Moon (2004) argues that reflection plays a vital role in developing professional practice skills. Korthagen (2001) emphasizes that reflection helps student-teachers connect theory to practice. Reflective practice has been identified as crucial for honing pedagogical skills. Kiliç (2022) found that student-teachers who engage in reflection improve their teaching by systematically analysing their experiences and outcomes.

Teachers reflect on their teaching analyse and evaluate their practices regularly so that they can focus on those that work (Robichaux & Guarino, 2012). In this way, teachers can make further improvements in their pedagogy, which will in turn benefit pupil learning. Kadhim (2012) and Saalh (2014) stated that the lack of well-designed programs that do not adopt newer techniques for English as a foreign language (EFL) student-teachers' practicum in the Iraqi Colleges of Education has led to have an insufficient quality of preparing future adequate teachers. They usually follow an old, inadequate and insufficient way of teaching practice. Their methods are said to be weak and show a passive practice without deep understanding. That is why, all Iraqi Student-teachers complain from many obstacles that face them in their educational practice. Student-teachers are not aware of many teaching strategies and techniques that are of great help during their practicum period and their learning teaching process.

A study by Al-Sadi and Al-Timimy (2015) about the difficulties Iraqi teachers face with professional development activities has highlighted concerns about limited structural opportunities for reflection and observation to help teachers evaluate and refine their professional development needs, low engagement in reflective practice in which teachers rarely committed to reflecting on their teaching due to lack of support despite its importance, and teachers concentrate on improving subject knowledge and neglecting pedagogical knowledge. These issues among the main eight issues drawn

from the study, ranked as third, fourth and fifth, which indicates the seriousness of what Iraqi teachers struggle with. Although the sample were Iraqi teachers, the findings are critical to teacher training and practicum practices as these issues must be avoided with student-teachers.

Another recent study by Ghasem Tahimash et al. (2024) that aimed to assess how Iraqi ELT teachers evaluate the quality of TPD (Teacher Professional Development) programs in Iraq emphasized the importance of enhancing certain skills and practices, among them was reflection and self-evaluation practices for student-teachers as it was observed that little attention was drawn to them.

Reflective self-evaluation serves as a crucial mechanism for pre-service teachers to cultivate impactful pedagogical dispositions. Among these, fostering a positive classroom demeanour is paramount, Alsalihi (2023) identifies this trait as the single most influential characteristic for an educator of English. Therefore, developing reflective self-evaluation skills among Iraqi student-teachers is of critical importance yet current practice lacks a clear-cut framework to address the gaps of knowledge displayed in their practice during the practicum. This study aims at examining the impact of Rolfe's reflective model as a reflective self-evaluation tool on student-teachers teaching performance.

2. Problem of the Study

Due to the lack of a structured reflection model that could be used by Iraqi student-teachers during the practicum, this study aims at providing fourth-year student-teachers at the College of Education for Women, University of Baghdad Rolfe's (2001) reflective model to be used during their practicum and investigating its impact on their teaching-performance.

3. Questions of the Study

- 1- What is the impact of implementing Rolfe's reflective model on the teaching performance of Iraqi fourth-year student-teachers?
- 2- How do qualitative findings from field observations and interviews help explain the quantitative results of student-teachers' teaching performance?

4. The objectives of the study

- 1- *To investigate the impact of implementing Rolfe's reflective model on the teaching performance of Iraqi fourth-year student-teachers.*
- 2- *To elucidate and complement the quantitative findings through the inclusion of field observation and reflective notes.*

5. Literature Review

5.1 Teaching Performance definition

Pennington & Young (1989) define teacher performance as what the teacher does on the job in terms of behaviour and under a specified set of conditions. How well a teacher performs depends in part on how competent the teacher is said to be.

Humphrey & Hyland (2002), define performance in the educational field, it is related to the professionalism of the teacher education and on the knowledge and the problems surrounding the synthesis of theory and practice which underpins teacher performance. Performance is the response to the practice and mechanistic outcome based on educational effectiveness in contemporary educational debate.

5.2 Reflective Teaching

Teachers are encouraged to engage in more profound forms of transformative learning through reflection and its connection to teaching competency. This, in turn, promotes a feeling of professional autonomy and equips teachers to make well-informed decisions regarding their pupils' education. One way in which reflective practice can help educators better comprehend and accommodate diverse pupil cultures is by promoting the use of appropriate pedagogies (Lawrence-Wilkes & Ashmore, 2014).

According to Richards (2008), the utilisation of reflective practice in English as a foreign language has increased. In an effort to empower teachers through self-governed activities, there has been a growing emphasis on teacher development, which in turn has led to a heightened emphasis on reflection and related practices. In doing so, they will be analysing their own strengths and areas for improvement while also taking responsibility of their own learning.

Reflective practice can be defined as the ability to reflect on experience and actions, facilitating engagement in practice-based professional learning contexts for teacher development (Arechaga, 2014).

Schön (1983, 1987) describes reflective practice as a dynamic and iterative process that involves multiple stages, starting with reflection-for-practice, advancing to reflection-in-practice, and concluding with reflection-on-practice. This cyclical approach supports ongoing professional growth and development.

Effective reflective teaching demands enthusiasm for the subject matter, high expectations for all pupils, and an awareness of the diverse needs and backgrounds of learners. Teachers should recognize pupils as active participants in their own learning, acknowledging and fostering their intellectual abilities, emotional and moral development, self-esteem, and self-worth (Taušková, 2014).

Lee (2008) suggests that reflection is quite meaningful for student-teachers as “it is only when they reflect upon their knowledge critically that they can transfer what they have learned in initial teacher preparation programs as students to the real classroom situations as teachers” (p. 117). Thus, placing reflection at the centre of teacher education is insightful since it brings about justifications for teachers’ utilizing certain strategies and how they facilitate learning (Lee, 2005).

Reflective practice empowers teachers to engage in lifelong learning, continuously learning from experience and bridging the gap between theory and practice (Kolb, 1984). It is the application of learned concepts to the profession that drives educational decision-making, enabling teachers to effectively address the evolving social and academic needs of diverse pupils (Carrington & Selva, 2010).

Reflection requires active social and cognitive engagement with the context from student-teachers rather than directly applying theory into the practice without considering the contextual elements (Richards, 2008). In this way, student-teachers' past experiences and personal practical knowledge assist them in making in-situations decisions and being empowered practitioners (Yeşilbursa, 2011). In other words, reflective practices driven teacher education is "learning-in-practice" (Lisle, 2006, p. 118).

Farrell (1998) highlights that even experienced teachers may be unaware of their teaching routines and underlying beliefs. As a result, there can be a disconnect between what teachers believe they are doing in the classroom and their actual practices. This is why reflection becomes essential, by critically examining their actions and assumptions, teachers can bridge this gap and align their beliefs with their teaching practices, leading to more effective and purposeful instruction. Likewise, reflection upon teaching practice can make teachers understand the pragmatics of classroom practice, and this will improve teachers' self-reflective awareness of their assumptions about language instruction and willingness to examine how their implicit theories are put into effect in the classrooms (Wallace, 1991).

The studies by Genç and Tinmaz (2010) and Korucu-Kis and Kartal (2019) also indicate that teachers become aware of their routines or ineffective activities during reflection and actively seek alternatives to improve their teaching techniques.

Even experienced teachers may encounter challenges in their careers, leading to burnout and diminished performance for both themselves and their pupils. As a result, researchers have demonstrated that reflection is vital for teachers, as it enables them to recognize their experiences, adopt a critical attitude toward their practice, increase their awareness of teaching, deepen their understanding, and foster positive changes (Maksimović & Osmanović, 2019).

Mphahlele and Rampa (2015) emphasize that reflective teaching enhances teacher development. Reflective teaching is indeed broader than simply meeting classroom objectives. It emphasizes continuous improvement, where teachers strive to get better results with each attempt, building on their previous experiences. This process helps educators grow professionally, refine their teaching methods, and ultimately achieve better outcomes for their pupils. Reflective practice fosters an ongoing cycle of learning, self-evaluation, and adjustment, allowing teachers to adapt and improve their teaching strategies in response to the dynamic nature of the classroom.

Aligned with this, teacher development is most effective in cluster meetings when teachers are actively engaged, utilizing reflective practice as a key tool (Mphahlele & Rampa, 2014).

Schön (1991) introduces the concept of *knowing in action* to describe the unconscious behaviours and skills that we use to navigate daily tasks, often without consciously thinking about them. This "knowing in action" typically helps us get through routine activities and interactions smoothly. However, there are instances when unexpected situations arise that challenge us, prompting us to stop and reflect on our actions.

Schön further states that it is precisely in these moments of surprise or challenge that the individual must engage in reflective practice. By reflecting on their *knowing in action*, they can enhance awareness and improve their skills. He asserts that this reflective process is essential for professional growth because professional teachers are frequently confronted with new or unfamiliar situations that require them to make informed decisions or "think like a lawyer" in their specific context. In other words, reflecting on one's actions and understanding the reasoning behind them enables a continuous refinement of expertise and adaptability, which is crucial in the professional field of teaching.

Reflective practice is particularly important in combating burnout, as teachers who feel overwhelmed or disconnected may begin to see teaching as a repetitive task, devoid of meaning or growth. Through reflection, teachers can re-engage with their profession, find new ways to invigorate their teaching, and prevent burnout by making their work more intentional and fulfilling (Agnihotri et al., 2024).

6. Methodology

6.1 Research Design

The current study adopts a Convergent Mixed-Methods Design with an Explanatory Integration Purpose to investigate the impact of Rolfe's Reflective Model on student-teachers' reflective self-evaluation and teaching performance during their practicum. The rationale for using mixed methods stems from the need to obtain both measurable outcomes (quantitative) and in-depth insights (qualitative) which act as evidence to provide a comprehensive understanding of the research problem and to strengthen the interpretations drawn from both types of data.

Both quantitative and qualitative data were collected during the same period, with quantitative findings serving as the primary results and qualitative findings providing deeper explanations and contextual insights. According to Creswell (2023), a mixed-methods research involves *collecting both quantitative and qualitative data, analysing them separately, and then integrating the findings to develop a more complete understanding*. This approach enables the researcher to triangulate results from multiple sources and enhance the validity of the research.

The design also incorporates a quasi-experimental component, where two intact groups (experimental and control) were selected. The experimental group received

instruction using Rolfe's Reflective Model, while the control group followed the conventional reflective instruction.

Mixed methods research integrates quantitative and qualitative approaches within a single study to provide a comprehensive understanding of complex problems, leveraging the strengths of both methodologies while mitigating their individual limitations (Almeida, 2018). By combining statistical analysis of pre-test/post-test measures with thematic exploration of participants' reflective experiences, this design addresses not only whether the intervention is effective but also how and why it influences outcomes, a dual focus aligned with recommendations for rigorous educational research (Tobi & Kampen, 2018).

The quasi-experimental component (non-randomized control group) allows for causal inference in real-world settings where randomization is often impractical (Cook et al., 2002). Quantitative data are analysed to test hypotheses about the intervention's efficacy, while qualitative data provide depth and context to statistical findings, a strategy advocated for capturing the nuances of reflective practice (Bryman, 2016). This embedded design prioritizes quantitative results as the primary driver of conclusions but uses qualitative data to elucidate mechanisms of change, an approach validated in educational intervention studies (Creswell, 2015).

6.2 Instruments

5.2.1 Rolfe's Reflective Model

The study utilizes Rolfe's (2011) Reflective Model as the core framework for guiding student-teachers through their reflective practice. This model emphasizes the stages of description, analysis, and planning for action. It encourages a structured reflection on teaching experiences, with the aim of enhancing self-evaluation and teaching performance.

6.2.2 Teaching Performance Observation Checklist

The study uses an observation form adapted from Saalh (2020), the instrument is an established educational supervisor checklist provided by the University of Baghdad, College of Education for Women. This checklist was used for assessing the teaching performance of student-teachers during the practicum.

6.3 Qualitative tools

To support quantitative findings, two qualitative data sources were used to gain deeper insight into how the Rolfe et al. (2001) model of reflection influenced student-teachers' teaching performance. First, field notes from teaching observations provided a real-time, contextual record of pedagogical behaviours and classroom interactions. Second, follow-up semi-structured interviews allowed for a detailed exploration of participants' personal interpretations of the model's utility and its perceived impact on their teaching decisions. These methods were selected for their capacity to generate rich, descriptive data, enabling a triangulated analysis that aligns with a qualitative research design aiming to understand participants' lived experiences in depth (Creswell, 2023). Table (4.1) shows the study's experimental design.

Table 6.1

The experimental design of the study

Groups	Treatment	Post-test
Control	Prescribed Method	- Teaching Performance: Evaluated using an observation form
Experimental	Rolfe's Reflective Framework	- Teaching performance: Evaluated using an observation form

6.4 Procedure

During the academic year 2024-2025, student-teachers took teaching methodology courses and were instructed in various topics during the first term, including classroom management, lesson planning, teaching strategies. Alongside these topics, they were trained using Rolfe's reflective model, particularly during lectures that required them to review practicum teaching videos of student-teachers from previous years. In the second term, student-teachers were required to write their self-evaluation of their practicum teaching after each lesson using Rolfe's model. Throughout the practicum period, the researcher visited the student-teachers to evaluate their teaching using the teaching performance checklist. At the end of the practicum, the student-teachers' reflective entries were collected and analysed qualitatively.

7. Results of the Quantitive and Qualitative Analysis

7.1 Quantitative Results

To achieve the first objective of the study, which stipulates (To investigate the impact of implementing Rolfe's reflective model on the teaching performance of Iraqi fourth-year student-teachers), the researcher formulated the first hypothesis (The effect of implementing the 'What? So what? Now what?' reflective model on Iraqi fourth-year student-teachers' teaching performance).

To ensure that there are statistically significant differences in the two research groups (experimental and control) in the teaching performance post-test, total score the mean rank of the student-teachers in the control group was (16.55) with a sum of ranks (331), while the mean rank of the teaching performance post-test of the student-teachers in the experimental group was (24.45) with a sum of ranks (489).

Then the Mann-Whitney test equation was applied for two independent samples, as the calculated value reached (121), which is smaller than the critical Value (127) at a significance level of ($P < 0.05$). This indicates that there are statistically significant

differences between the two research groups in the teaching performance total score of the two groups in this variable, see (table 5.1 and figure 5.1).

Table (7.1)

Mann-Whitney test results for the two research groups (experimental and control) on achievement in Teaching Performance post-test total score variable

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney. test		Level of significance
				Computed	Tabulated	
Control	20	16.55	331	121	127	Significance
Experimental	20	24.45	489			

* The tabulated Mann-Whitney value at a significance level of ($P < 0.05$) = (127.000).

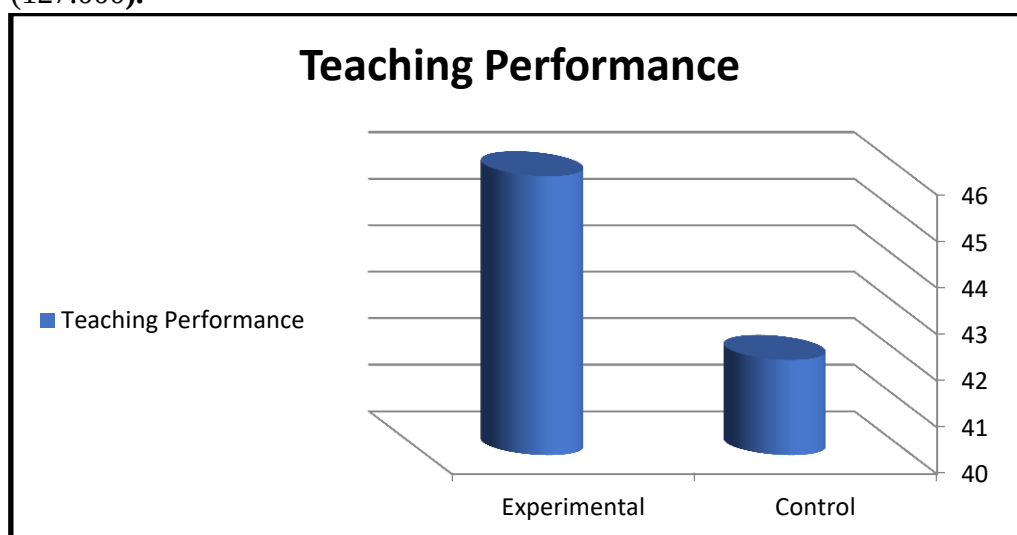


Figure (7.1) Columns showing the mean scores of the experimental group and the control group on the post-test Teaching Performance total score

To calculate the effect size of the independent variable on the dependent variable, the researcher used the ETA equation to determine the effect size, and when it was calculated to determine the size of the reflective model with the dependent variable achievement in Teaching Performance post-test total score, the calculated ETA value reached (0.997), and when compared to the ranges for the ETA coefficient, it turns out that the effect size is big.

Then the researcher investigated the differences between the control group and the experimental group for each skill in the Teaching Performance test.

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The Mann-Whitney test for two independent samples has been used to identify the differences for each of the teaching performance skills, as the table (5.2) that.

Table (7.2)

Mann-Whitney test results for the two research groups (experimental and control) on achievement in Teaching Performance skills post-test total score variable

Skills	Group	Mean Rank	Sum of Ranks	Mann-Whitney. test		Level of significance
				Computed	Tabulated	
APPEARANCE	Control	16.50	330	120	127	significance
	Experimental	24.50	490			
VOICE	Control	15.65	313	103	127	significance
	Experimental	25.35	507			
QUESTION	Control	18.45	369	159	127	Non significance
	Experimental	22.55	451			
RAPPORT	Control	17.70	354	144	127	Non significance
	Experimental	23.30	466			
LESSON PLAN	Control	18.45	369	159	127	Non significance
	Experimental	22.55	451			
OBJECTIVES	Control	18.35	367	157	127	Non significance
	Experimental	22.65	453			
WARMUP	Control	22.15	443	167	127	Non significance
	Experimental	18.85	377			

MIDDLE PART	Control	19.40	388	178	127	Non significance
	Experimental	21.60	432			
FAMILIARITY	Control	16.55	331	121	127	significance
	Experimental	24.45	489			
CONTROL & AIDS	Control	20.40	408	198	127	Non significance
	Experimental	20.60	412			
BOARD	Control	18.02	360.50	150.50	127	Non significance
	Experimental	22.98	459.50			
TIME	Control	20.80	416	194	127	Non significance
	Experimental	20.20	404			
ACHIEVE OBJECTIVES	Control	18.85	377	167	127	Non significance
	Experimental	22.15	443			

* The tabulated Mann-Whitney value at a significance level of ($P < 0.05$) = (127.000).

Table (4.2) shows that most of the teaching performance skills were not significant, as no statistically significant difference appeared between the control group and the experimental group, except the APPEARANCE, VOICE, and FAMILIARITY skills which were statistically significant because the calculated Man-Whitney value was smaller than the critical Value and in favor of the experimental group.

7.2 Qualitative Findings:

7.2.1 Qualitative Findings from Field Observation Notes

The qualitative field notes collected during school visits provide contextual and behavioural evidence that complements the quantitative findings. The observations reveal how student-teachers enacted teaching practices in real classrooms, how they responded to challenges, and how reflective awareness manifested in situ. Several recurring patterns emerged across participants, which are organized into key thematic findings. These findings are as follows:

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Theme 1: Classroom Management and Student-Teacher Presence as a Function of Personality and Early Establishment of Authority

Across multiple observations, effective classroom management was strongly associated with student-teacher personality, early firmness, and consistent behavioural expectations. Student-teachers demonstrated that establishing clear rules from the first day contributed to orderly classrooms and smoother lesson flow. Their calm demeanour, respectful interaction with pupils, and controlled voice use were repeatedly noted as factors that facilitated effective teaching.

Conversely, instances where student-teachers relied on yelling to control the class were accompanied by self-awareness and later regret, as reflected in post-observation comments acknowledging that such behaviour did not align with their personal teaching identity.

Theme 2: Teaching Performance is Highly Sensitive to Contextual Constraints

Field notes consistently highlighted contextual constraints affecting teaching performance, including:

1. Large class sizes
2. Limited instructional time
3. Low pupils' proficiency levels
4. Multi-shift school systems
5. Strong influence of mentor or regular teachers' instructional styles

Several student-teachers adjusted their methods to align with mentor expectations, even when those methods were perceived as less effective for language learning. In some cases, student-teachers reported difficulty maintaining pupils' attention when the mentor teacher was present or when teaching during the final lesson of the day.

Theme 3: Lesson Planning as a Cognitive Anchor rather than a Procedural Document

Observations revealed mixed adherence to formal lesson planning. Several student-teachers acknowledged forgetting lesson procedures or struggling with lesson flow when lesson plans were incomplete or unchecked. In contrast, student-teachers who exerted significant effort in lesson planning reported smoother instruction and greater confidence.

Interestingly, some participants explicitly stated that self-evaluation felt more useful than lesson planning, particularly when lesson plans were treated as drafts that were refined after teaching rather than rigid scripts.

Theme 4: Selective Development of Teaching Skills through Reflection

The observations indicate uneven development across teaching skills. Skills such as voice clarity, board organization, rapport, and encouragement of participation showed noticeable improvement or awareness. For example, student-teachers corrected

language errors appropriately, modelled pronunciation, encouraged shy pupils, and used visual aids and gamification strategies to increase engagement.

However, other skills, particularly pupil-centred interaction, analytical questioning, and deep linguistic scaffolding, were less consistently observed. In several cases, lessons remained teacher-centred despite awareness of the importance of pupils' participation.

Theme 5: Emergence of Descriptive and Affective Reflection over Analytical Reflection

Field notes frequently documented student-teachers' ability to:

1. describe classroom events in detail,
2. recognize emotional responses (e.g., frustration, uncertainty, confidence),
3. and identify moments of success or discomfort.

In contrast, fewer notes reflected deep analytical reasoning about *why* certain strategies worked or how future lessons could be systematically improved. Time constraints, workload, and large class sizes were cited as barriers to writing detailed self-evaluations.

Theme 6: Reflective Practice as a Buffer Against Conflicting Pedagogical Advice

Several student-teachers reported receiving contradictory guidance from supervisors and regular teachers, particularly regarding classroom movement, pupil control, and instructional pacing. Reflection enabled some student-teachers to negotiate these contradictions by adopting balanced or adaptive approaches rather than rigid compliance.

7.2.2 Qualitative Findings from Student-Teacher Interviews

The interview data provide in-depth insight into how student-teachers perceived, enacted, and evaluated reflective practice during the practicum. The interviews reveal not only *what* student-teachers did, but *how* reflection shaped their thinking, decision-making, professional identity, and emotional regulation. Several interrelated themes emerged. They are as follows:

Theme 1: Reflective Writing as a Cognitive Tool for Remembering, Regulating, and Acting

A dominant theme across interviews was the perception of reflective writing as a memory-anchoring and problem-solving mechanism. Student-teachers repeatedly emphasized that writing about classroom incidents enabled them to recall situations clearly and respond more effectively when similar events reoccurred.

One student-teacher (ST9) explained that writing reflections “sticks it in my mind” allowing her to act without referring back to the written text. Reflection was internalized

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through the act of writing, transforming experience into accessible professional knowledge.

Theme 2: Structured Reflection versus Free Diary Writing

Student-teachers clearly differentiated between structured reflective models and free diary writing. Diary-style reflection was viewed as suitable for emotional release or recounting routine experiences. On the other hand, the structured Rolfe reflective model was consistently described as more effective when dealing with concrete classroom problems.

One student-teacher explicitly stated that the model helped her organize problems and arrive at actionable solutions, whereas free writing was used when no tangible problem was perceived.

Theme 3: Reflection as a Catalyst for Immediate Behavioural Change

Several interview excerpts illustrated direct links between reflection and instructional change. For example, a student-teacher described recognizing that yelling to control the class contradicted her personal teaching identity. Through reflection, she consciously replaced yelling with body language and calmer management strategies.

Similarly, reflection led student-teachers to recognize the indispensability of lesson planning, even when they felt confident in content knowledge. Forgetting lesson steps or losing instructional flow was cited as evidence that preparation remained essential regardless of familiarity with subject matter.

Theme 4: Emotional Awareness as an Entry Point to Reflection

The interviews showed strong evidence of emotional reflection, particularly in relation to anxiety, confidence, frustration, and fulfilment. Student-teachers articulated emotional responses to classroom challenges, such as loss of voice due to noise, fear of evaluation, or discomfort when pupils failed to understand English explanations.

In contrast, teaching in real classrooms compared to microteaching was described as less anxiety-provoking, partly because student-teachers perceived less immediate judgment and evaluation.

Theme 5: Contextual Constraints Shaping Reflective Decisions

Student-teachers frequently referenced contextual realities that shaped both teaching and reflection, including:

1. extremely large class sizes (up to 85 pupils),
2. short lesson durations (30–35 minutes),
3. multi-shift school schedules,
4. weak pupils' proficiency levels, and
5. lack of instructional resources and institutional support.

These constraints led to pedagogical compromises, such as increased use of Arabic, teacher-centred instruction, limited use of instructional aids, and simplified assessment practices.

Theme 6: Reflection and the Formation of Professional Identity

One of the most powerful themes to emerge was reflection as a means of professional identity formation. A student-teacher described discovering her purpose and identity as a teacher through reflective practice, expressing a sense of vocational clarity and commitment.

Similarly, another student-teacher who initially disliked teaching reported that positive pupil interaction transformed her practicum experience, highlighting the reciprocal relationship between pupil engagement and student-teacher motivation.

Theme 7: Self-Evaluation as Development-Oriented rather than Judgmental

Interview data revealed that student-teachers viewed self-evaluation scores not as fixed judgments but as indicators of growth potential. Assigning oneself a score below the maximum was interpreted as a sign of openness to improvement rather than deficiency.

This perception contrasts with traditional evaluative cultures that equate high scores with competence and low scores with failure.

8. Discussion of Results

The present study investigated the impact of implementing Rolfe's reflective model on the teaching performance of Iraqi fourth-year EFL student-teachers during the practicum. In addition, it sought to elucidate and complement the quantitative findings through qualitative evidence drawn from field observations and student-teacher interviews. The discussion integrates both data strands to explain not only *whether* teaching performance improved, but also *how* and *why* reflective practice contributed to observed changes.

The quantitative results revealed statistically significant differences in overall teaching performance between the experimental and control groups, favouring the experimental group. This finding indicates that structured reflective practice, when systematically embedded into the practicum, can positively influence student-teachers' instructional performance. The very large effect size further suggests that the impact of the reflective model was not marginal but substantial, reinforcing the pedagogical value of structured reflection in teacher education.

However, the skill-level analysis showed that improvements were not evenly distributed across all teaching performance components. Significant gains were observed in appearance, voice, and familiarity, while other skills such as questioning techniques, lesson planning, pupil-centred interaction, and time management did not reach statistical significance. This uneven development highlights an important characteristic of reflective practice: reflection appears to influence **observable**,

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immediate teaching behaviours more rapidly than complex pedagogical skills that require prolonged experience and deeper instructional restructuring.

The qualitative findings from field observation notes help explain this pattern. Improved voice control, classroom presence, and teacher familiarity were consistently associated with increased self-awareness and confidence, which reflective practice helped cultivate. Student-teachers became more conscious of how their tone, body language, and classroom demeanour affected pupil engagement and discipline. These aspects of teaching performance are often closely linked to personality, emotional regulation, and early classroom authority, making them particularly responsive to reflection.

In contrast, more cognitively demanding skills—such as analytical questioning, differentiated instruction, and lesson pacing—were constrained by contextual realities. Large class sizes, limited lesson durations, low pupil proficiency, and institutional expectations shaped what student-teachers could realistically implement. Even when reflective awareness existed, structural limitations restricted the translation of reflection into practice. This finding underscores that reflective practice does not operate in isolation but is mediated by the teaching context.

Qualitative interview data further illuminate how reflective practice functioned as a **cognitive and affective tool** rather than a purely technical one. Student-teachers described reflective writing as a mechanism for remembering classroom incidents, regulating emotions, and preparing for future encounters. Reflection enabled them to internalize lessons learned from experience, transforming episodic classroom events into professional knowledge. This process supports the view that reflection contributes to teaching performance indirectly by enhancing awareness, confidence, and professional judgment.

An important distinction also emerged between structured reflective models and unstructured diary writing. Student-teachers consistently reported that Rolfe's model helped them organise their thinking, identify problems, and generate actionable solutions. In contrast, free writing was mainly used for emotional expression. This finding explains why the experimental group demonstrated clearer improvements in specific performance areas: the structured prompts directed attention toward practice-relevant issues rather than general emotional responses.

Another significant qualitative finding concerns the role of reflection in managing **conflicting pedagogical advice**. Student-teachers often received contradictory guidance from supervisors and mentor teachers. Reflection enabled them to negotiate these tensions by adapting strategies rather than blindly conforming, thus supporting instructional decision-making and professional agency. This capacity to mediate external expectations is a crucial dimension of teaching performance that may not be immediately visible in observation scores but is vital for long-term professional development.

Overall, the integration of quantitative and qualitative findings demonstrates that reflective practice enhanced teaching performance by increasing self-awareness, emotional regulation, and instructional intentionality. While not all teaching skills showed immediate measurable gains, the findings suggest that structured reflection lays the groundwork for sustained pedagogical development, particularly in challenging practicum contexts.

9. Conclusion

This study examined the impact of implementing Rolfe's reflective model on the teaching performance of Iraqi fourth-year EFL student-teachers during the practicum, using a mixed-methods approach. The findings demonstrated that structured reflective practice significantly improved overall teaching performance, with the experimental group outperforming the control group in the post-test observation results.

Quantitative evidence showed statistically significant gains in teaching performance, particularly in observable skills related to classroom presence, voice use, and teacher familiarity. Qualitative findings complemented these results by revealing how reflective practice enhanced self-awareness, confidence, emotional regulation, and instructional responsiveness. Together, these findings indicate that reflective practice contributes to teaching performance not only by improving technical skills, but also by supporting the cognitive and affective dimensions of teaching.

The study further highlights that the impact of reflection is not uniform across all teaching competencies. While certain skills respond quickly to reflective engagement, others are constrained by contextual factors such as large class sizes, limited instructional time, and institutional practices. These findings underscore the importance of situating reflective practice within realistic teaching conditions and providing sustained opportunities for reflection over time.

Pedagogically, the study supports the integration of structured reflective models into EFL teacher education programmes, particularly during the practicum. Reflective frameworks such as Rolfe's model offer student-teachers a practical tool for linking experience with professional learning, fostering instructional agency, and navigating the complexities of real classroom contexts.

Despite its contributions, the study is limited by its sample size and institutional scope. Future research may extend this work through longitudinal studies, skill-specific interventions, or comparative designs across different teacher education contexts. Such research would further clarify how reflective practice contributes to the gradual and sustained development of teaching performance.

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