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The Impact of the Seven Principles of Good Practice as a Teaching Technique on EFL Student –Teachers' Performance

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Abstract

The interest in pre-service teacher training has become influential in teaching English as a foreign language, and the purpose of this training course is to prepare qualified teachers to teach effectively through the application of this technique by undergraduate students. This research aims to find out the effect of using the seven principles of good practice as a teaching technique on the fourth stage student-teachers' performance at the College of Education for Women/University of Baghdad, during the academic year 2017-2018. The sample includes (60) students selected according to the stratified sampling method. The observational checklist used by the department to assess the student teachers' performance during the practicum period is used as a study instrument. This quantitative study used the quasi-experimental design of two independent samples, experimental control groups and the control group trained traditionally. The former group is designed to verify the hypothesis that states, "there is no statistically significant difference between the mean scores of the experimental group trained by seven principles of good practice and that of the control group trained traditionally in their teaching performance". The study has concluded that the hypothesis is rejected according to the result of the T-test of two independent samples. Accordingly, the researcher recommends the university administration to use new techniques in learning and overcoming the difficulties that the student teachers face and the shortcoming encountered during the educational process.

Keywords: EFL teaching techniques, Iraqi student teachers, teacher performance, teaching practice, the Seven Principles of Good Practice

اثر تقنية التدريس ذي المبادئ السبعة للتدريب الجيد في أداء المطبقات لتدريس اللغة الإنجليزية بوصفها لغة اجنبية

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المستخلص

أصبح الاهتمام بتدريب المعلمين قبل الخدمة امرا فعلا في تدريس اللغة الإنجليزية بوصفها لغة اجنبية، والغرض من هذا الكورس التدريبي هو إعداد المعلمين المؤهلين عن طريق تطبيق هذه التقنية من قبل الطلاب المعلمين في المرحلة الجامعية حول كيفية التدريس بشكل فعال. يهدف هذا البحث إلى معرفة أثر استعمال المبادئ السبعة للممارسة الجيدة بوصفها أسلوبا تعليميا في أداء الطالبات المعلمات للمرحلة الرابعة من كلية التربية للبنات/ جامعة بغداد وللعام الدراسي ٢٠١٧-٢٠١٨. اعتمدت قائمة الرصد المستعملة في القسم لتقويم أداء الطالبات المعلمات في مادة التربية العملية اداة للدراسة. استعملت هذه الدراسة الكمية التصميم شبه التجريبي لعينتين مستقلتين ومجموعات ضابطة تجريبية للتحقق من الفرضية التي تنص على أنه: لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية المدربة على سبعة مبادئ للممارسة الجيدة وتلك الخاصة بالمجموعة الضابطة المدربة تقليديا في أدائها التدريسي على وفق نتيجة الاختبار التائي لعينتين مستقلتين. اظهرت النتائج أن المبادئ السبعة للممارسة الجيدة تعد أسلوبا تدريبي جديدا وفعال تعتمد المطبقات في تدريس اللغة الإنجليزية بوصفها لغة اجنبية.

الكلمات المفتاحية: أداء المعلم، تقنيات تدريس اللغة الإنجليزية لغة اجنبية، المبادئ السبعة للممارسة الجيدة، المعلمون العراقيون، ممارسة التدريس



1. Introduction

Educators are aware of the importance of practicing and training the student teachers' outcomes in their practicum sessions. Training and practicing are essential to prepare student-teachers for the post-service life, motivation, and involvement (Steinberg,1996). Richards & Schmidt (2010) stated that it is important for teachers to look beyond their initial training and deal with the ongoing professional development of their pre-and in-service education programs. The latter includes focusing on teachers' self-evaluation, investigating the different dimensions of teaching, and examining the teacher's teaching approach. Practicing teaching is an authentic, ongoing observational system for assessing students' teachers from advisers through their last year of their study. It helps advisers to observe students in the context of everyday experiences, which is an effective way to learn what they know and can do in their practicum period. In this regard, Chickering and Gamson (1991) maintained:-

These seven principles are not ten commandments shrunk to a twentieth-century attention span. They are intended as guidelines for faculty members, students, and administrators with support from state agencies and trustees to improve teaching and learning. These principles seem like good common sense, and they are.... because many teachers and students have experienced them and because research supports them. While each practice can stand on its own when all are present, their effects multiply. Together, they employ six powerful forces in education: 1. Activity 2. Cooperation 3. Diversity 4. Expectations 5. Interaction 6. Responsibility. (p.2)

Thus, this research supports an appropriate instructional model that presents in steps the seven principles model and investigates the effectiveness used to ensure the desired learning outcomes. That includes the prediction of progressiveness in teaching performance and the readiness of teaching standardization. The teachers use the seven principles to focus their

observations and gather information to make their classroom decisions. Excellent teachers must use flexibility and purposeful instructional methods (Boydston,1999).

The problem of the present study could be illustrated in what Saalh (2014) said that student teachers in Iraqi Colleges of Education lack well-designed programs and adopt newer techniques. 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 STs complain from many obstacles that face them in their educational practice. STs are not aware of many teaching strategies and techniques that are of great help during their practicum period. Kadhim (2012) stated that the lack of well-designed programs for EFL student teachers' practicum in the Iraqi Colleges of Education has led to have an insufficient quality of future teachers.

In addition, college student teachers are not aware of the many teaching strategies and techniques that could help them during their teaching practice period. Unfortunately, in Iraqi colleges of education, EFL pre-service programs reflect the poor training received by most of student teachers in their colleges. This further leads to have a poor student teachers' performance due to the absence of well-defined practicum programs, and to relying instead on EFL teachers' points of view. In addition, many school principals refuse to accept student teachers because of their poor performance (Geopolicity, 2009). Ghaye (2010) further added that knowing effective instructional methods allows student teachers to become active participants in the educational process. It takes them through specific sequential steps of the teaching process. The seven principles model has a proscribed series of steps that designates a sequence of student teachers' behavior; each step is important and supports the other steps.

Chickering and Gamson (1991) presented the seven principles for good practice model,



which was originally published in March, 1987 in AAHE Bulletin (An American Association of Higher Education) instrument in Undergraduate Education. Chickering and Gamson conducted a large study in the last century on how people learn, and subsequent research did little more that echoed their findings, as summarized in the following statement: Students benefit from experiences that bring them to a close relationship with mentors and co-learners. The term performance could be defined as the actual doing of EFL student-teachers. It helps to achieve the desired learning outcomes of teaching English as manifested in the fulfillment of the basic teaching tasks and through going on three dimensions of teaching, namely, pre, intake, and post-teaching. Accordingly, the study hypothesizes, there is no statistically significant difference between the mean scores of the experimental group trained with the seven principles of good practice and that of the control group trained traditionally in their teaching performance

2. Theoretical Background

2.1 The Training of Pre and In-service Teachers

The difference between the expert and the novice in any profession is something more than years of service. Consequently, the first question regarding the differences between ordinary and expert teachers can be answered as follows: Some teachers are novices forever, and some are experts when they put their foot in the door. The expert teachers always challenge and delight in confronting new circumstances or problems, and are armed with knowledge and confidence gained from previous experience. Successful teaching is done by an expert and experienced teacher (Dale,2002). Al-Saadi and Mahdi (2013) further added that one big difference between an expert and a novice teacher is that the expert has a greater repertoire of instructional strategies. That is, the expert knows how to arrange matters in advance to improve the success, and that technology and new theories of education

influence teachers. They further went on saying that:

Fourth Year College students are enrolled in a practicum course that provides a venue for acquiring knowledge and practical skills. This course comprises two parts. The first part involves providing the student teachers with knowledge about the subject -matter, including the textbooks they will teach. As all the textbooks are changed, EFL Student-teachers in the College of Education for Women faced difficulties in teaching the textbook entitled Iraq Opportunities at schools, as they lacked the models for teaching them. (p.1273)

Freeman (1985, as cited by Hasan, 2016) defined training as “a strategy for direct intervention by the collaborator to work on specific aspects of the teacher’s teaching” (pp. 39-40). The intervention focuses on specific outcomes that can be achieved through a clear sequence of steps within a specified period.

2.2 Student Teachers Training Programs (Practicum Period)

Student teachers require a specialized training program as a practicum period from the last year of their studying. They must train before they enter the classroom and receive ongoing training while in the classroom. Student teachers follow the micro-teaching training program before going to real-life teaching in the schools according to the model of the mentor teacher supervisor. This internship allows student teachers to have all experience and all responsibilities of being a teacher. Student teachers develop lesson plans and a variety of assessments that measure student learning. They correct homework and tests, and make performance-based assessments. Teachers train at college and provide student teachers a certificate of a training teaching coursework to ongoing professional development (Brookfield,1995).



Student teacher's (Sts) training teaching program is the courses needed for the certification and graduation requirements. Student teachers receive an intensive teaching training in an academic discipline for the preparation programs that offer classroom management strategies, information on student cognitive development, and learning styles. The successful training lies in the systematic procedures program; and such procedures are a means to evaluate the readiness of teacher candidates to enter the teaching profession. When this training does not happen, there is a risk that teachers may leave the profession early. The other concern is that when training is insufficient, students will suffer (Boud,1998).

2.3 Microteaching

Crandall (2000) explained that microteaching is a process found during the student teachers studying period and before the practicum period. The micro-teaching happened inside the classroom. A lesson was viewed by peers or by recording to review a student teacher's performance in the classroom. Such a method requires regular peer feedback with no concern of evaluation. The critical quality of the participants of microteaching sessions is their ability to give and receive constructive feedback. All participants in this form of intensive training, teacher and viewers alike, must have an open mind to meet teaching-learning goals.

Microteaching is a beneficial way for the training during the student-teacher experience, where they could deliver mini-lessons to a small group of students. They then get engaged in a post-discussion about the lesson. Microteaching is an approach with 'observable truths'. The benefits can increase student teachers' confidence and develop their performance (Brown, 2012).

Placing the student-teacher in front of their colleagues allows for important hands-on training classroom dynamics and management. Another benefit is that it helps gather recommendations from the professionals to be used in job applications (Christensen, Garvin, & Sweet,1991).

2.4 Teachers Training and their Professional Development Situation

Despite the fact that there is confidence in the teacher quality and the teaching of subject areas, i.e., concerning the efficiency of the educational system, there is also a consensus about the need for change in schooling and in-service development (Burden,2010). In the in-service teacher training used within courses, the experienced teachers proved to be possessing skills in specific subject areas and became trainers based on that. Such a policy was then questioned and changed (Stevens, 2007). In this vein, Alsalihi (2020) stated that:

The possibility of using real-life situations techniques for teaching FL learners should be conducted so that students can engage and learn more fruitfully. And the need to be conducted to discover all obstacles that prevent both the Ministry of Higher Education and the Ministry of Education to create new teaching-learning atmosphere and find solutions. (p.25)

2.5 Student Teachers (STs) Training

Training for Tabot and Mottanya (2012) can form the backbone of the success of any educational system. The role of the teaching practice in the quality training of teachers cannot be overemphasized. The purpose of teaching practice is to equip STs with field experience to put a theory into practice and familiarize themselves with the conditions under which they will work as trained professionals. During teaching practice, STs are posted to different schools. In the schools, STs develop various professional skills under the guidance of the cooperating teachers and the university supervisors. However, in all cases of teaching practice, the schools differ. This difference is noticeable in pupil-teacher relationship, pupil activities, pupil academic orientation and discipline, learning facilities and resources, and administration. This may affect the development and delivery of services by STs positively or negatively. Moreover, teacher education has not paid enough attention to the relationship between school context and teacher development. STs are



expected to perform equally well in acquiring professional skills in different teaching practice schools irrespective of their contexts. In this context, Bolarfinw (2013) stated that STs encounter their first opportunity to discover the practicality of their education coursework when they enroll in the student teaching component of the teacher education program. Student teaching and other related school experiences have emerged as an entrenched and widely accepted component of teacher education. The assumption is that student teaching experiences offer ST's laboratories to apply the teaching and learning theories that they have picked up in their university courses in the real world of classrooms, test the efficacy of these theories for themselves, and virtually learn to teach.

There is little evidence in the literature of any substantial disagreement that practical experience is extremely important in teaching. The greatest proponents of student teaching are the students themselves, a finding that remains undisputed in the literature (Hoff, 2010). While the debate about the value of student teaching continues within academic circles, there is no indication that teacher education programs have reduced their commitment to the value of student teaching. Most programs have substantially increased the time required for student teaching and the expectations of the practicum outcomes. Given that the same standards limit teacher education programs to no more than one full year of study, the commitment of an entire semester to student teaching appears to be quite substantial

2.6 The Seven Principles for Good Practice in Undergraduate Education

Dreon (2013) maintained that many years have passed since:

Chickering and Gamson offered the seven principles for good instructional practices in undergraduate education. While the state of undergraduate education has evolved to some degree over that time, the seven principles still have a place in today's collegiate

classroom. Originally written to communicate best practices for face-to-face instruction, the principles translate well to the classroom and help guide those designing courses to be taught online. (p.1)

Frawley (2006) wrote that the seven principles of good practice are based upon good teaching and learning in the college setting by a microteaching experience. These principles are stated as a guideline to improve the good way of teaching and learning. According to the many research studies, these principles have been supported for over 30 years of practice and experience by the students and teachers.

Good practices work for professional training programs that can enhance language instruction, practice, and assessment, as announced by the World-Readiness Standards for Learning Languages. Using new technologies and methods, student teachers can read, listen, and view authentic, engaging, and new materials from the target culture (Clarke, 2008).

Chickering and Gamson (1991, pp. 59-66) stated that the responsibility of the teachers and students is going to improve undergraduate education. Faculty administrators have shared the goal of improving the seven principles' goal and preparing the student teachers to deal with the real teaching experience. The following are the seven principles of good practice in education that were adapted from Chickering and Gamson to prepare Sts for the practicum period. These steps are:-

1. encouraging contact between students and faculty in and out of classes. Such a factor is mostly important in students' motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their values and plans.
2. developing reciprocity and cooperation among students learning when it is more like a team



effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. encouraging active learning not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.
4. giving prompt feedback; that is, knowing what you know and do not know by focusing on learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5. emphasizing time on task time plus energy, i.e., learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.
6. communicating high expectations; i.e., if one expects more, s/he will get more. High expectations are important for everyone-for the poorly prepared, those unwilling to exert themselves, and the bright and well-motivated.

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. respecting diverse talents and ways of learning; i.e., there are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be pushed to learn in new ways that do not come so easily.

2.7 Previous Studies

Bangert (2004) employed the Seven Principles of Good Practice of Chickering and Gamson for assessing the effectiveness of an Internet-based educational statistics course. The researcher used a questionnaire of 35-item to assess the effectiveness of an Internet-based educational statistics course. The questionnaire indicated that most learners perceived that the instructor used constructivist-based principles to promote student learning effectively and that the course was a valuable learning experience. Instructional practices identified for improvements included creating more provocative discussion questions and better instructor monitoring of group study to ensure equal participation.

Alsaadi and Mahdi (2013) conducted a study to find out the effect of the mediator as scaffolding on the student-teachers' teaching competencies, student-teachers' self-efficacy, and student-teachers' self-awareness. This study was limited to the student-teachers at the English Department, College of Education for Women in the University of Baghdad during the academic year 2009-2010.

Saalh (2014) investigated the effect of combining video lectures and Kolb experiential learning on EFL student-teachers' ability to teach a communicative course book and on their teaching competencies (Subject matters



competency (knowledge), Professional competency (Skills), and Personal competency (attitude)). The sample was represented by (46) fourth-year female student-teachers at the English department of the evening studies at the College of Education for Women in the University of Baghdad.

The studies discussed in this part have some similarities and differences with the present study. For instance, in terms of the objectives, Bangert (2004) used an online educational program to examine STs' performance. Alsaadi and Mahdi (2013) discussed the effect of combining video lectures and Kolb experiential learning on EFL student-teachers' ability to teach a communicative course book and on their teaching competencies, Mahdi (2014) conducted a study to find out the effect of combining video lectures and Kolb experiential learning on EFL student-teachers' ability to teach a communicative course book and on their teaching competencies.

As to the nationality and samples criteria, Bangert (2004) selected 24 American graduate students from the College of Education and Human Development in Montana State

University. On the other hand, the present study is similar to that of Alsaadi and Mahdi's (2013) and Mahdi's (2014) study in that its participants are Iraqi female STs. However, it differs from Bangert's (2004) study in that the participants of the latter include female and male participants. In addition, the present work uses a designing program and is experimental as is the case with all previous studies mentioned earlier. Another point is that the range of the participants in the previous works above is between 40 to 180, whereas in the present work, the sample is of 60 participants.

3. Methodology

3.1 The Experimental Design

An experimental design is an educational research that tests a hypothesis or verifies it by setting up situations in which the relationship between the different variables can be determined (Numan & Baily, 2009). The nature and the aim of this study demand the use of an experimental design, namely, the nonrandomized experimental control group pretest-posttest design. The experimental design of the study is illustrated in Table (1).

Table 1

The Experimental Design

Group	Pre-test	Treatments	Post-test
The Exp. G.	Observational checklist	Using the seven principles technique	Observational checklist
The C. G.	of student-teachers' performance	Using the Traditional Technique	of student-teachers' performance

3.2 Population and Sample of the Study

The present study population consists of the 4th year student-teachers at the University of Baghdad- College of Education for Women- Department of English in 2017–2018. The total number is (71) students distributed into two

sections. According to the stratified sampling method, one of the two sections is selected as an experimental group and the second as a control group. After excluding the repeaters and primary school teachers, the number of subjects in each group is (30). Thus, the sample is (60) for the two groups (see Table 2 and 3).

Table 2

The Student Teachers Distribution

Morning classes/ sections	The number of the student-teachers
Section (A)	35
Section (B)	36
Total	71



Table 3

The Experimental & Control Groups

Groups	No. of Students After Exclusion
Experimental Group	30
Control Group	30
Total	60

3.3 Equalization

The two groups are equalized according to the T-test statistics of the two independent groups in the pre-test variable (see Table 4).

Table 4

Mean, St. deviation and T-test Value for Equalizing the Control and Experimental Groups in Pretest

Groups	No. of Subjects	Mean	St. deviation	Df	T-test		Level of Significance at 0.05
					Computed T-Value	Tabulated T-Value	
Control	30	15.3	1.78	58	0.53	2	Not significant
Experimental	30	15.06	1.62				

3.4 The Instrument of the Study

To achieve the aim of the study, which is to investigate the impact of adopting the seven principles of good practice as a teaching technique on Iraqi EFL university student-teachers' teaching performance in the department of English language in the academic year (2017-2018), the researcher used the dependent observational checklist in the department to find the efficiency of the seven principles. The checklist consists of 10 items, and the higher score is (30), and the lower is (0). Since the checklist has already been used to assess the student-teachers' performance, its validity has already been ascertained, and its reliability is 0.84 according to the Aalpha-Cronbach formula.

3.5 The Procedures of the Study

3.5.1 Teaching Material

The teaching material is the same and unified for the two groups. It has been adapted from the many sources that the researcher taught to the student teachers. Moreover, the syllabus is designed to train them to be good teachers during their teaching practice and for their professional life after their graduation. A task-based approach has been followed in constructing this syllabus. The main aim of this study is to identify and develop the teaching performance of English department student teachers. The syllabus is

prepared for what the learner is expected to learn, and the content is selected to reflect the study's objectives. The experiment has been designed relying on references that include some books dealing with TEFL.

3.5.2 The Experiment Methodology

It focuses on the practical EFL teaching performance where practice is based on the strategy of the seven principles of good practice in teaching. It:

- encourages Sts-faculty contact;
- encourages cooperation among students;
- encourages active learning;
- gives prompt feedback;
- emphasizes time on task;
- communicates high expectations; and
- respect diverse talents and ways of learning (Chickering & Gamson,1991, pp. 59-66).

3.5.3 The Process of Experimental Work

The Experiment period starts at the beginning of the (2017-2018) academic year. The whole duration is 12 weeks, 8/10/2017-28/12/2017; four hours for each week. Both the experimental and control groups are pretested observing their micro-teaching. Then, they were trained using the same teaching skills. However, the experimental group will be trained according to the seven principles of good practice in teaching. The ST has accomplished her microteaching according to the seven principles



of good practice as a teaching technique. It is of value for the non-native English speaking teachers' practice because it enables them to focus not only on the nonverbal aspect of their teaching, but also to present their communicative competence, including their language proficiency, knowledge of essential language functions, and their style of teacher-students' interaction. This group was been trained and practiced their microteaching according to the seven principles of good practice technique as shown below:-

1. The Preparation Step

In this step, STs have to prepare themselves for microteaching by assigning and presenting a lesson plan on a specific topic from the first year of secondary school. They can use the information in the lesson plan for a specific and familiar objective; a matter which will impart more confidence and result in a better microteaching performance.

2. The Practice Step (Microteaching)

In this step, STs start to practice their microteaching with the seven principles of good practice technique. The procedures followed with this group include the following phases:-

- encouraging student-faculty contact;
- encouraging cooperation among students;

- encouraging active learning;
- giving prompt feedback;
- emphasizing time on task;
- communicating high expectations; and
- respecting diverse talents and ways of learning.

Finally, a checklist that is adopted is used by the researcher to assess the student-teachers performance in the two groups. All subjects in both groups are observed throughout their practicum period time. Each ST (in both groups) has been visited by the researcher who uses the observation checklist to measure both groups' STs' performance.

3.6 The Statistical Tools

T-test was used for the equality of the experimental and control groups in the final scores of the checklist and for finding out the results. Moreover, the Alpha-Cronbach formula was used to ascertain the scale's reliability.

3.7 Data Analysis

The study aims to find out the impact of teaching a suggested practicum program for Iraqi EFL ST on their teaching performance. To fulfill this aim, a null hypothesis is posed. The results that verify this hypothesis are as follows (see Table 4).

Table 4

Mean, St. deviation and T-test Value of the Control and Experimental Groups in Posttest

Groups	No. of Subjects	Mean	St. deviation	Df	T-test		Level of Significance at 0.05
					Computed T-Value	Tabulated T-Value	
Experimental	30	25.06	2.48	58	3.9	2	significant
Control	30	22.5	2.62				

The experimental group who practiced and was trained according to the seven principles of teaching technique scored a high level of performance in comparison to the control group. The researcher attributed this result to the following:

1. The subject of the experimental group, who has practiced using the seven principles of teaching technique were able to present good performance and confirm the intended

learning and teaching outcomes. Such a technique further motivated them to move on, enabled them to assess their learning and their performance, and let them identify their next step.

2. By adopting this new technique, the student teachers could critique their lessons with positive and negative evaluations, and provide advice and suggestions for future use.
3. The seven principles technique enabled student teachers to know their strengths and



weaknesses, and get feedbacks accordingly. Feedback and teaching practice are considered a central component in the pre-service teacher training. Concrete feedback would help the student teachers to reflect and visualize their evolving style, clarify what they need to work on, and concretize their vision of a good teaching.

4. The seven principles present an honest discussion about Sts' lessons and highlight their strong and weak points in their lesson quickly.
5. Adapting the seven principles of good practices as an effective technique gives effective feedback that allows a dialogue between a student-teacher and a supervisor. It further promotes thinking and reflection, and evokes and explores understanding.

4. Conclusions

It is to be concluded the following:-

- a. Implementing new techniques and modern teaching techniques contribute to developing student- teachers' teaching skills.
- b. The teaching process with its seven principles techniques is one of the innovative pedagogies that is positively effective in improving EFL student teachers' teaching performance.
- c. The seven principles for good practice, as one of the new teaching techniques, effectively affect EFL student teachers' training and develop their performance towards teaching. This new experience modifies and develops Sts' performance during their teaching experience period.

5. Pedagogical Recommendations

- i. Practicum offers student teachers the actual implementation of what they have been taught in Methods of Teaching (in previous third year) and teaching practice in their first semester of the fourth year. Thus, it should take longer than six weeks, and it could be eight weeks to gain the most benefits.
- ii. In the previous third year, the course of the methods of teaching should include a practical part of the teaching methods, techniques, strategies.

- iii. The practical use may include microteaching lessons presented by students and visiting schools to observe in-service teachers. Such a visit can also offer the student teachers' the opportunities to practice microteaching in front of real school students.

6. Suggestions

It is to be suggested the following:-

1. A study to design a syllabus for student teachers' preparation.
2. A study to investigate the effect of other strategies and techniques, such as the new Jigsaw and cooperative learning and Peer – Tutoring on motivation.
3. A study to investigate the impact of other innovative pedagogies, such as the differentiated instruction on student teachers' teaching performance.

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