

# TABLE OF CONTENTS

|  |     |
|--|-----|
| <b>Preface</b> .....                               | vii |
| <b>Abstract</b> .....                              | ix  |
| <b>Chinese Abstract</b> .....                      | xi  |
| <br>   |     |
| <b>Chapter One Introduction</b> .....              | 1   |
| Teacher Education in Taiwan .....                  | 3   |
| Research Questions .....                           | 7   |
| <br>   |     |
| <b>Chapter Two Literature Review</b> .....         | 9   |
| Teacher Efficacy .....                             | 10  |
| <i>Rand Research</i> .....                         | 11  |
| <i>Bandura's Self-Efficacy</i> .....               | 13  |
| <i>Teacher's Sense of Efficacy Scale</i> .....     | 14  |
| <i>Teacher Efficacy for English Teachers</i> ..... | 16  |
| Impacts of Practicum on Teacher Efficacy .....     | 20  |
| <i>Practicum Experiences are Unique</i> .....      | 22  |
| <i>Subject-Specific Practicum</i> .....            | 23  |
| <i>Influences of Mentors</i> .....                 | 27  |
| <br>   |     |
| <b>Chapter Three Methodology</b> .....             | 31  |
| Participants .....                                 | 31  |
| Instruments .....                                  | 35  |
| Data Collection and Analyses .....                 | 39  |
| <br>   |     |
| <b>Chapter Four Results and Discussions</b> .....  | 41  |
| Descriptive Analyses.....                          | 41  |

|   |    |
|---|----|
| <i>Different Parts of Practicum</i> .....                                     | 41 |
| <i>Teacher' Sense of Efficacy</i> .....                                       | 43 |
| <i>Perceptions of Administrative Practicum</i> .....                          | 47 |
| <i>Perceptions of Training Seminars</i> .....                                 | 49 |
| <i>Perceptions on the Influences of the Mentors</i> .....                     | 51 |
| <i>Self-Perceived English proficiency</i> .....                               | 53 |
| <i>Self-Perceived Pedagogical Knowledge of English</i> .....                  | 56 |
| <b>Correlational Analyses</b> .....   | 59 |
| <i>Correlations between Teacher Efficacy and Practicum</i> ...                | 60 |
| <i>Correlations between Teacher Efficacy and English Proficiency</i> .....    | 63 |
| <i>Correlations between Teacher Efficacy and Pedagogical Knowledge</i> .....  | 65 |
| <i>Correlations among English Proficiency and Pedagogical Knowledge</i> ..... | 66 |
| <b>Qualitative Analysis</b> .....   | 69 |
| <i>Teaching Strategies</i> .....  | 69 |
| <i>Classroom Management</i> .....   | 74 |
| <i>Student Engagement</i> .....   | 77 |
| <i>Administrative Work</i> .....  | 79 |
| <i>Relationship with Mentor</i> .....   | 82 |
| <i>English Proficiency</i> .....  | 83 |
| <i>English Pedagogical Knowledge</i> .....                                    | 85 |
| <b>Chapter Five Conclusions</b> .....   | 89 |
| <b>Interpretations and Inferences</b> .....                                   | 89 |
| <i>Practicum and Teacher Efficacy</i> .....                                   | 89 |
| <i>Teacher Efficacy and English Proficiency</i> .....                         | 94 |

*Teacher Efficacy and English Pedagogical Knowledge ...* 95

Limitations and Suggestions for Future Studies ..... 97

**References** ..... 99

**Appendices** ..... 105