

Preface

Over the years, I have heard students speak of their experiences with teacher education programs and their practicum. It seems to me that the six-month practicum is a big challenge for them and arrangements for school, career, even personal planning tend to be made around practicum. Thus, I became interested in learning more about practicum and how practicum influences the development of English teachers of secondary education.

In this research, the influences of practicum, English proficiency, and English pedagogical knowledge on teacher efficacy were investigated. By determining and understanding the influences of practicum on teacher efficacy, we can structure and organize practicum to suit the needs of student teachers and provide them with the necessary training and support to become efficacious and effective English teachers.

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