The Feasibility of E-Practicum for Developing EFL Pre-Service Teachers' Pedagogical Performance and Digital Teaching Self-Efficacy

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Abstract
Because of the shutdown imposed by COVID-19 outbreak, pre-service teachers were deprived of face to face practicum, which allows them to teach in the actual classrooms. As an alternative, the Faculty of Education at October 6 University, adopted e-practicum for the first time. Consequently, the aim of this study is to investigate the feasibility of e-practicum for developing EFL pre-service teachers' pedagogical performance and online teaching self-efficacy. The study utilized pre and post one-group design. The participants were (n=84) male and female fourth year students majoring in English language at the Faculty of Education, October 6 University, Egypt. To collect the data for this study, a pedagogical performance observation sheet (PPOS) and a self-efficacy scale (SES) were developed. Results revealed that however, e-practicum was effective in developing EFL pre-service teachers' digital teaching self-efficacy, it was ineffective in developing EFL pre-service teachers' pedagogical performance. Therefore, e-practicum is not feasible for developing EFL pre-service teachers' pedagogical performance.
Keywords:
Pedagogical performance, digital teaching self-efficacy, EFL pre-service teachers.

I. Introduction

COVID-19 pandemic has been recognized as a world crisis whose disruptive effects have impacted almost all aspects of life including education. Education has been severely influenced the pandemic. Whereas the normal place for formal education is schools and universities, many countries have closed schools and universities and moved to online learning in order to contain the spread of Coronavirus. Moving to online learning, all classes and learning activities were conducted virtually leaving behind the regular face-to-face classes. Due to infection risks, online emergency education has to proceed using available ICT infrastructure. During the second half of the second term of the academic year 2019/2020, almost all countries closed tertiary campuses and adopted e-learning. Likewise, Egypt suspended face-to-face teaching/learning activities and moved to online classes. As a result, millions of Egyptian students have to learn online at home.

The shift from face-to-face education to virtual learning was abrupt, so a lot of challenges emerged. While e-learning has many advantages (Mahyoob, 2020), rapid transformation from face-to-face education to online education encounters some challenges (Crawford, Butler, Rudolph & Glowatz, 2020). The current situation is not a planned digital transformation, it is a crisis learning (Pace, Pettit & Barke, 2020). Demuyakor (2020) mentions that universities have been forced to shift to e-learning regardless of their current digital infrastructure capacity. Whereas lack of modern technology restricts the capability of digital learning (Zhong, 2020), online learning is effective in digitally advanced countries (Basilaia & Kvavadze 2020). While e-learning is common in developed societies, it is rare in developing countries.

Since e-learning quality varies from one university to another and from one discipline to another, offering tertiary practical courses online represents an educational challenge. Elhadary, Gamil and Kilic (2020) are not pleased with the idea of offering tertiary practical courses online because some practical skills cannot be compensated by e-learning. Moreover, some practical skills are affected by the lockdown due to the crisis of COVID-19. According to Adedoyin and Soykan (2020) while online learning could be appropriate for teaching theoretical disciplines, it is less effective in teaching practical disciplines that require practical experiences. Due to COVID-19 pandemic, many universities were enforced to delay tertiary practical courses or to deliver them virtually.

EFL pre-service teachers could not practice regular practicum in schools as usual. Accordingly, they practiced teaching training online at home depending on online guidance provided by expert supervisors. As

apedagogical innovation, electronic practicum (henceforth, e-practicum) was the sole choice for EFL pre-service teachers to complete practicum courses online. E-practicum is hoped to develop EFL student teachers' pedagogical skills that enable them to teach EFL effectively. In addition, e-practicum is assumed to provide EFL pre-service teachers with online experiences that may improve their online teaching self-efficacy. Although e-practicum is an innovative research area in EFL context, it has been marginalized by recent research. Basilaia and Kvavadze (2020) state that the quality of online learning needs more examination. In this respect, the current study could be one of the pioneer studies that examine the feasibility of e-practicum in developing EFL student teachers' pedagogical performance and digital teaching self-efficacy.

Context of the problem

Concerning the context of the presentstudy problem, e-practicum was the compulsory choice for Egyptian faculties of education to offer practicum courses. EFL student teachers of the Faculty of Education at October 6 University were appointed to digitally practice teaching practicum over the last six weeks of the second term of 2019/2020. Faculty supervisors presented model lesson plans and performed four model lesson presentations. Model e-teaching training sessions were prepared and filmed by specialists and sent to EFL student teachers. EFL student teachers were asked to digitally prepare six lesson plans and virtually teach four filmed lessons. All assignments weresent to the supervisors for feedback and assessment.As for the course score, while the Faculty of Education devoted 60% to e-practicum,40% was assigned to practice of regular practicum that was performed during the first five weeks of the 2nd term of the academic year 2019/2020. Stimulated by field observationsof and reservations one-practicum,theresearcher decided to carry out an in-depth study to investigate the effectiveness of e-practicum in EFL context.

II.   Review Of Literature

2-1. Teaching Practicum

As a core course in teacher education programs, practicum aims at familiarizing pre-service teachers with the future teaching context and its variables through collaboration with schools (Aghabarari & Rahimi 2020). In practicum, pre-service teachers spend an extended time observing teachers, and preparing and delivering lessons under their supervision (Walton & Rusznyak, 2013). Practicum is a compulsory course of any teacher education program (Pang & Kean, 2018). In normal circumstances, pre-service teachers have to attend schools to have a real life professional experience and develop their teaching skills under close supervision of expert mentors and supervisors.

Teaching practicum familiarizes pre-service teachers with teaching environment. Pokhrel (2020) states that the introduction of practicum is highly valued component in teacher preparation program. It provides pre-service teachers with the opportunity to be in the classroom and prepares them to develop classroom teaching skills. Pokhrel (2020) comes to the conclusion that teaching practicum empowered the pre-service teachers to eliminate fear. Becoming EFL teachers is something challenging, especially when they face teaching practicum program in real schools with real students. During this period, pre-service teachers share their knowledge in teaching situation according to the theories and the best practice they have ever read or seen (Riesky, 2013).

In EFL context, practicum is intended to develop EFL pre-service teachers' pedagogical performance by providing opportunities for them to apply the knowledge, skills, and values they have been acquiring at the university. During the first weeks of the practicum course, EFL pre-service teachers are normally required to observe the teaching performance of an in-service EFL teacher and then they observe the teaching performance of their colleagues in a real classroom to be well-acquainted with actual classroom teaching situations. Afterwards, they start their own instruction in the classroom for four semesters. During the teaching practicum, university staff and school teachers are assigned to supervise EFL student teachers. The school teacher is assigned to supervise the pre-service teachers on a daily basis while the staff member is assigned to provide further assistance. Furthermore, both the school teacher and the university staff assess and grade the student teachers' performance at the end of each semester. To sum up, during practicum pre-service teachers spend an extended time observing teachers, and preparing and delivering lessons under their supervision (Walton & Rusznyak, 2013).

In Egypt, teaching practicum is conducted in the third and fourth years of the four-year teacher preparation programs at the Faculties of Education. Teaching practicum is an important stage in the process of teacher training. İt gives preservice teachers a chance to have contact with the real world of their profession. As a practical course, teaching practicum helps student-teachers reinforce, expand and improve what they have learnt at the faculties of education. Pre-service teachers go to schools in groups under the supervision of university lecturers and experienced school teachers.

2-2. E-Teaching Practicum

E-practicum, during the COVID-19 outbreak, was the only option to train EFL pre-service in teaching EFL classes. To make up for the absence of face to face practicum in EFL context, electronic practicum was adopted to equip EFL pre-service teachers with the prescribed skills of teaching EFL. Accordingly, actual class videos taken from Youtube were uploaded and EFL pre-service teachers had to watch, analyze and imitate.

Then, EFL pre-service were asked upload videos displaying their teaching simulations. EFL pre-service teachers were asked to upload some samples of their lesson plans as pictures (Appendix 3 CD). While e-practicum was proceeding, many EFL pre-service teachers expressed their dissatisfaction with their online experience. Others reported that they lost the chance of practicing real teaching in schools.

Rose (2020) mentions that COVID-19 pandemic is behind shifting regular practicum to e- practicum. In July 2020, about 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youth, from pre-primary to higher education, in 200 countries (United Nations, 2020). Staying home strategies have been adopted to control the transmission of the pandemic (Sintema, 2020). E-practicum was recognized as a new concept by many pre-service teachers. This concept would be of great help to pre-service teachers in familiarizing them with virtual instruction on a digital platform and gaining experience with such instruction. In e-practicum, the supervision of the university supervisor acts as the "e-mentor" on behalf of the cooperating teacher (Ersin & Atay (2020).

E-mentoring provides teachers with support and guidance via distance teaching (Redmond, 2015). According to Spanorriga, Tsiotakis, and Jimoyiannis (2018), e-mentoring is expected to create an informal, participatory and interactive environment which offers continuous communication and interaction of individual mentees with their mentors, without space and time restrictions, to provide guidance, advice, support, protection, encouragement and assistance as well as peer support among teachers by sharing common interests, educational experiences, teaching material, knowledge, and resources. Accordingly, it is hoped that e-practicum could help pre-service teachers convert theory to practice, which in turn promotes their professional skills. However, the digitalization of tertiary practical courses is one of the central challenges of e-learning. Rose (2020) mentions the online simulation can enhance the theoretical concepts, but it will not provide the students with the real experiences. Accordingly, the feasibility of e-practicum needs more investigations.

2-3. Pedagogical Skills

It is difficult to define the components that constitute a qualified teacher. Qualified teacher is subject to change according to different contexts. EFL teachers' pedagogical performance skills involve classroom management, error correction, teaching grammar communicatively, teaching listening, teaching reading, teaching writing, teaching speaking, vocabulary pronunciation and lesson planning (Novozhenina & Pinzon, 2018). Teaching or pedagogical performance is the corner stone of being a qualified EFL teacher. Pedagogical performance is understood as the observable pedagogical practice that the teacher manifests to demonstrate his/her competency to achieve levels of excellence in teaching and maintain the expected learning outcomes (Suarez & Peru 2018). Mizell (2010) states that educational research has shown that teaching quality and school leadership are the most important factors in raising student achievement. Pedagogical performance development includes the processes that support professional knowledge, skills, values and attitudes (Latif, 2019). Pedagogical performance development starts with the pre-service period and continues into in-service teaching (Kuzu 2014).

Graduating qualified teachers depends on how well they are prepared. Effective EFL teachers have to meet the standards including what they should know, believe and do. Therefore, pedagogical performance is supposed to consider these standards. Ben-Peretz (2000) states that much of the perceived failure of schooling is attributed to teachers who are thought to be ill prepared for their task because teacher education is deficient. According to Aghabarari and Rahimi (2020), developing EFL teachers' pedagogical skills is the core of teacher education programs. There are always numerous reasons why teachers' professional performance should be the focal topic in pre-service teachers' and in-service teachers' training programs.

In fact, good teaching performance results in good learning outcomes. Simply, pedagogical performance refers to EFL pre-service teachers' content delivery procedures. This means that EFL pre-service teachers' pedagogical performance includes stating smart objectives, preparing effective EFL lesson plan, delivering effective EFL warming-up, delivering effective EFL presentation, creating effective EFL learning activities, asking purposeful EFL questions, incorporating you-tube films in EFL lessons, making good wrap-up, using clear voice, and achieving lesson objectives. In spite of the fact that pedagogical performance is central to practicum, little research has investigated the feasibility of e-practicum for developing EFL pre-service teachers' pedagogical performance.

2-4. Teacher Self-efficacy

EFL teacher education is a complex process that has a set of interrelated variables among which teachers' pedagogical content knowledge, teachers' professional performance skills and teachers' career beliefs. Central to teachers' psychological and pedagogical preparation is self-efficacy. According to Bandura (2006), self-efficacy operates through its impact on cognitive, motivational, affective, and decisional processes. Megawati and Astutik (2018) state that self-efficacy refers to one's belief that he can achieve assigned missions or tasks successfully and easily. Van der Bijl & Shortridge-Baggett (2002) mention that elementary logic behind self-efficacy theory is that high self-efficacy individuals are more likely to engage in activities more than those who have low self-efficacy. Evidently, self-efficacy is not based on one's actual ability to do a task, but rather on that person's perceived ability to complete that task (Sharp, Brandt, Tuft, & Jay; 2016). Hence, one may state

that self-efficacy refers to the teacher's believed answer of the question: How competent am I? In this sense, one's success in his future career is affected by his self-efficacy quality level. Consequently, it could be stated that pre-service teachers believing that they are incapable of coping with the demands of teaching, they may quit their future career. Elstad and Christophersen (2017) remark that pre-service with low self-efficacy may lack the initiative or motivation needed to improve or may leave the field altogether.

Self-efficacy affects not only the teaching performance but also learning performance. Self-efficacy has become a never ending topic in pedagogical research. Watt and Richardson (2008) conclude that self-efficacy regarding learning and teaching is highly related to motivational processes. The same result was confirmed by Iaochite et al. (2011) who state that self-efficacy correlated with teaching career satisfaction, teaching duration, commitment, effort, and persistence even in the most difficult and unmotivated classes. Concerning teaching quality, Pan and Newfields (2011) assert that teachers with high self-efficacy could design interesting and challenging programs to motivate students, create a better learning atmosphere, state different educational objectives and adjust the difficult level of the curriculum for students. Similarly, the study of Daal, Donche, and Maeyer (2014) goes in line with the previous results confirming that teachers' self-efficacy beliefs have been repeatedly associated with positive teaching behaviors and student outcomes. Self-efficacy is even a stronger positive predictor for self-regulation. Likewise, Ersanl (2015) concluded that self-efficacy has positive correlation with teachers' success and motivation.

EFL teachers' self-efficacy research results go in line with the results of the research carried on teachers of other majors. Ucar and Yazıcı (2016) studied the EFL student teachers' self-efficacy beliefs, goal orientations, and participations in an online learning environment. Results showed several positive associations between teachers' goal orientations and self-efficacy beliefs. Nugroho (2017) studied the student EFL teachers' perception of self-efficacy and their English proficiency toward their preparedness for the teaching practicum program. Results showed that the EFL pre-service have medium to high self-efficacy toward their teaching of EFL. Another study documented that when the pre-service teachers have moderate or high self-efficacy, they tend to be highly motivated and more creative in teaching. Pre-service teachers who have low self-efficacy will be more stressful when facing teaching time (Moradkhani, Raygan & Moein, 2017). Begum and Hamzah (2018) state that increasing teachers' efficacy is significantly effective in improving teaching and learning English.

More recently, Aghabarari and Rahimi (2020) investigated EFL teachers' conceptions of their professional development during practicum course. The results revealed that the participants had roughly positive retrospective perceptions of the practicum course and its role in their professional development. Rezaeian and Abdollahzadeh (2020) attempted to discover whether age, gender, and experience can significantly influence perceptions of collective and teachers' self-efficacy. Results revealed that there was no significant difference between the English instructors' collective teacher efficacy and teacher self-efficacy. Finally, Ersin and Atay (2020) investigated teachers' competence and online teaching readiness through e-practicum during the COVID-19 Outbreak. The findings revealed that EFL teachers found the e-practicum useful because it helped them overcome online teaching fears. Based on this review, it could be stated that EFL teachers' self-efficacy is a crucial variable affecting teachers' performance and students' achievement. Self-efficacy is a rich educational research area. Reviewing the pertinent literature revealed that no previous research investigated the feasibility of e-practicum in developing EFL student teachers' self-efficacy.

The problem of the study

As a reaction to COVID-19 pandemic, the Faculty of Education at October 6 University moved to e-practicum for the first time instead of the regular practicum courses. However, the feasibility of such innovation in developing EFL pre-service teachers' pedagogical performance and digital online teaching self-efficacy has not been tested.

Questions of the study

The study attempted to answer the following questions:
1- What is the effect of e-practicum on developing EFL pre-service teachers' pedagogical performance?
2- What is the effect of e-practicum on developing EFL pre-service teachers' digital teaching self-efficacy?

Aims of the study

The present study aimed at investigating the effect of e-practicum on developing EFL pre-service teachers' pedagogical performance and self-efficacy.

Significance of the study

The findings of this study are of great importance since there is a paucity of previous research regarding e-practicum during COVID-19 pandemic. Moreover, the significance of the present study is of three fold. Firstly, the study targets teaching practicum or internship which represents the core practical course in teacher preparation programs. For pre-service teachers, practicum is a prerequisite for graduation. Secondly, the significance of the present study stems from the claim that online learning is no longer an optional or fashionable mode of study, it has become an educational necessity during COVID-19 pandemic. Lastly, the

study tackles one of the most challenging issues of e-learning, which is e-practicum where the faculties of education offer online practical courses online for the first time. Thus, the insights gained on the effectiveness of e-practicum would help improve e-practicum practices in EFL context.

Hypotheses of the study

The study attempted to test the following hypotheses:

1. There are statistically significant differences in EFL preservice teachers' mean scores on the pre and post pedagogical performance observation sheet favoring the post administration.
2. There are statistically significant differences in EFL preservice teachers' mean scores on the pre and post self-efficacy scale, favoring EFL preservice teachers' mean scores on the post efficacy-self scale.

III. Method

3-1. Participants

The total number of the fourth year EFL students enrolled in practicum (4) at the Faculty of Education, October 6 University was 140 students. Only 84 EFL fourth year students were willing to participate in the study. The study participate were male and female student teachers.

3-2. Design of the Study

The study used the one-group quasi-experimental design with pre-post assessment procedures. The participants were pre-assessed before the intervention and post-assessed after the intervention. Zoom platform and WhatsApp were used asa workspace.

3-3. Instruments

Instructional Performance Observation Sheet (IPOS)

Aim of the (IPOS)

The EFL student teachers' instructional performance observation sheet (IPOS) was developed to evaluate EFL student teachers' instructional performance quality. The (IPOS) was prepared to pre-evaluate the EFL student teachers' instructional performance quality in the fifth week that precededpracticum shift from face to face practicum to online.EFL student teachers' instructional performance was post-evaluated in the tenth and last week of e-practicum.

Content of the (IPOS)

The content of the IPOS was prepared in the light of the standards and criteria mentioned in the available literature related to teachers' instructional and professional performance. The IPOS consisted of tenperformance indicators;namely, stating objectives, lesson planning, warming up, lesson presentation, teaching activities, learning activities, questioning, using ICT, wrap up and voice (Appendix 1).

Validity of the (IPOS)

The content validity of the IPOS was determined by a panel of TEFL experts. Having the IPOS modified in the light of the experts' remarks, the final version of the IPOS proved valid in terms of its aim and content.

Reliability of the (IPOS)

Concerning the reliability of the IPOS, three TEFL university lecturers were asked to use the observation sheet to individually judgethe EFL student teachers' instructional performance. The correlation among the three ratings was calculated. The reliability coefficient for the IPOS was (r = 71). This value means that the test displayed a reasonable level of reliability.

Implementation of the (IPOS)

The second term of the academic year 2019/2020 started normally where EFL student teachers practiced practicum in schools. At the end of the fourth week, face to face teaching was suspended because of the spread of COVID-19. After one week of implementing e-practicum, EFL student teachers' instructional performance was evaluated using the IPOS. By the end of the e-practicum, EFL student teachers' instructional performance of the tenth week was re-evaluated. Pre and post evaluation ratings were compared and statically calculated.

Scoring the (IPOS)

EFL student teachers' instructional performance was rated and scored according to a rubric of 5indicators.Where the maximum score of each item is 5 points and the totalnumber of items number of the IPOS is the10, its maximum is 50 points. Since the number of the participants is 84, the calculated total IPOS score is 4200 points.

Self-Efficacy Scale (SES)

Aim of the (SES)

The EFL student teachers' self-efficacy scale SES was developed to evaluate EFL student teachers' online teaching self-efficacy. The SES was prepared to evaluate the EFL student teachers' online teaching self-efficacy in the fifth week that preceded practicum shift from face to face practicum to online. EFL student teachers'online teaching self-efficacy was post-evaluated in the tenth and last week of e-practicum.

Content of the (SES)

The content of the SES was prepared in light of the standards and criteria mentioned in the available literature related to EFL student teachers' online teaching self-efficacy. The SES consisted of 20 performance items (Appendix 2).

Validity of the (SES)

The content validity of the SES was determined by a panel of TEFL experts. Having the IPOS modified in light of the experts' remarks, the final version of the SES proved to be valid in terms of its aim and content.

Reliability of the (SES)

Concerning the reliability of the SES, 25EFL student teachers were asked to respond to the self-efficacy scale. After 12 days, the same EFL student teachers were asked to respond again to the self-efficacy scale. The correlation between theratings of the two administrations was calculated. The reliability coefficient for the SES was (r = 68). This value means that the test displayed an acceptable level of reliability.

Implementation of the (SES)

During the fifth week of the practicum, the SESwas pre-administered to the study participants. In the tenth week of the e-practicum, the SES was post-administered. Pre and post response ratings were compared and statically calculated.

Scoring the (SES)

EFL student teachers' SES was rated and scored according to a rubric of 5 grades. Since the maximum score of each item is 5 points and the total number of items of the SES is the 20, its maximum is 100 points. Since the number of the participants is 84, the calculated total score of the SES is 8400 points.

IV. Results and Discussion
4-1. EFL Student Teachers' Instructional Performance

Figure 1
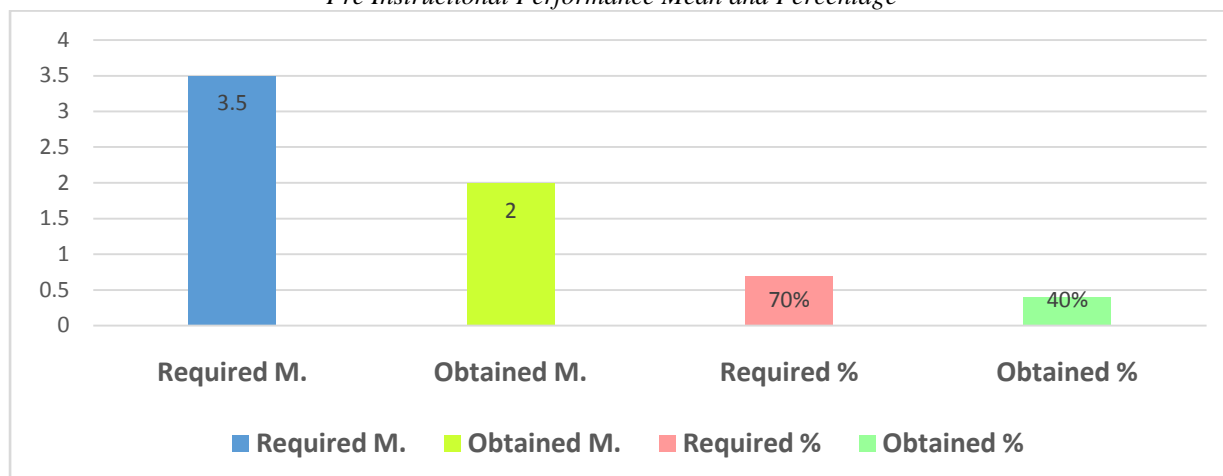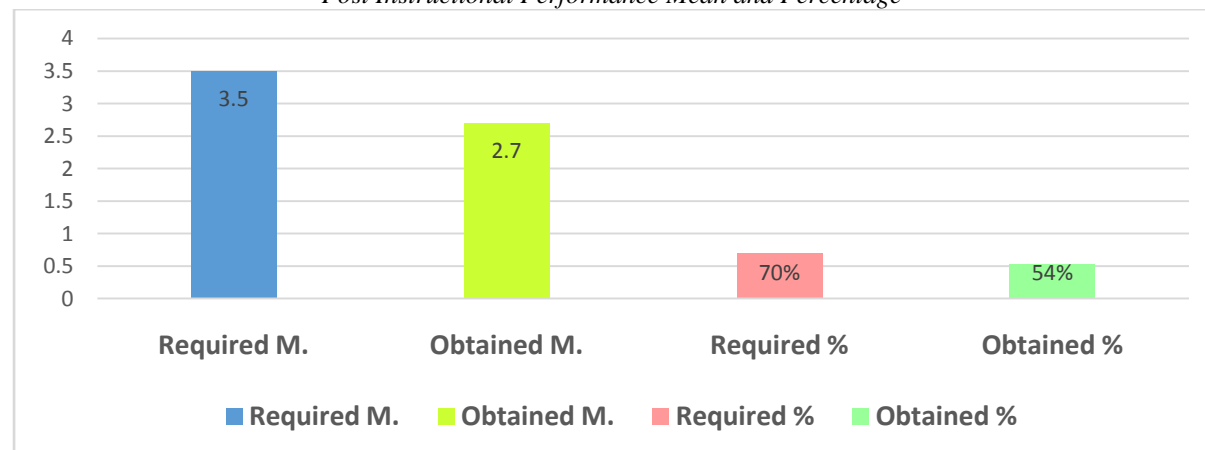*Pre Instructional Performance Mean and Percentage*

Figure 2
Post Instructional Performance Mean and Percentage

As shown in figures 1 and 2, the mean score of the pre EFL student teachers' instructional performance observation sheet is 2 points, while the required mean score is 3.5 points. Likewise, the mean score of the post EFL student teachers' instructional performance observation sheet is 2.7 points, while the required mean scores is 3.5 points, e-practicum has no significant effect on EFL student teachers' instructional performance is less than 3.5 points, thus e-practicum has no significant effect on EFL student teachers' instructional performance. Similarly, the obtained percentages are 40% and 54%, while the accepted percentage is 70%. Such percentages confirm the same conclusion of the gained mean scores.

Figure 3
Mean Score of EFL Student Teachers' Instructional Performance
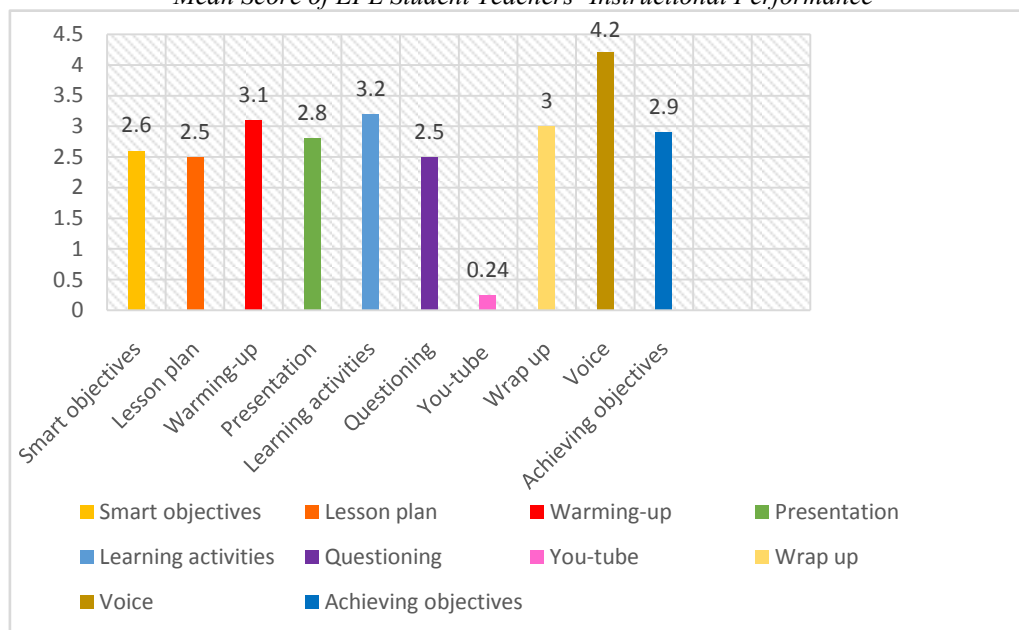
As shown in figure (3), the obtained means 1, 2,3,4,5,6,7,8 and 10 are less than 3.5. The mean score of the indicator number 9 (teacher's voice) is 4.2 points. It is the only indicator that exceeds the required mean score (3.5 points). The reason behind this score is that teacher's voice does not require more sophisticated training or knowledge.

Table1
Pre and Post Instructional Performance Effect Size Cohen's d

Administration	M.	Cohen's d Result	Interpretation
Pre: Fifth Week	2	-0.259	Trivial Effect Size
Post: Tenth Week	2.7		

According to Cohen's *d* effect size value (-0.259), displayed in table (1), the effect size of e-practicum on developing EFL student teachers' instructional performance observation is insignificant. Thus, e-practicum has trivial significant effect on EFL student teachers' instructional performance. In turn, the first hypothesis that there are statistically significant differences in EFL student teachers' mean scores on the instructional performance observation sheet is rejected and replaced by the hypothesis that there are no statistically significant differences in EFL student teachers' mean scores on the instructional performance observation sheet. This result, may be attributed to the instructors 'and students' technological abilities to access online platforms (Kim, 2020). As a remedial measure, the researcher re-taught the focal topics of the course practicum (3) while teaching practicum (4) via blended learning during the first term of the academic year 2020/2021. This means that e-practicum is ineffective in developing EFL student teachers' performance concerning stating smart objectives, preparing lesson plan, performing effective warming-up, delivering lesson presentation, stating learning activities, forming questions, using you-tube, performing wrap up, functioning clear voice and achieving objectives.

4-2. EFL Student Teachers' Self-Efficacy

Figure 4
Mean Score on Pre & Post Self-Efficacy Scale
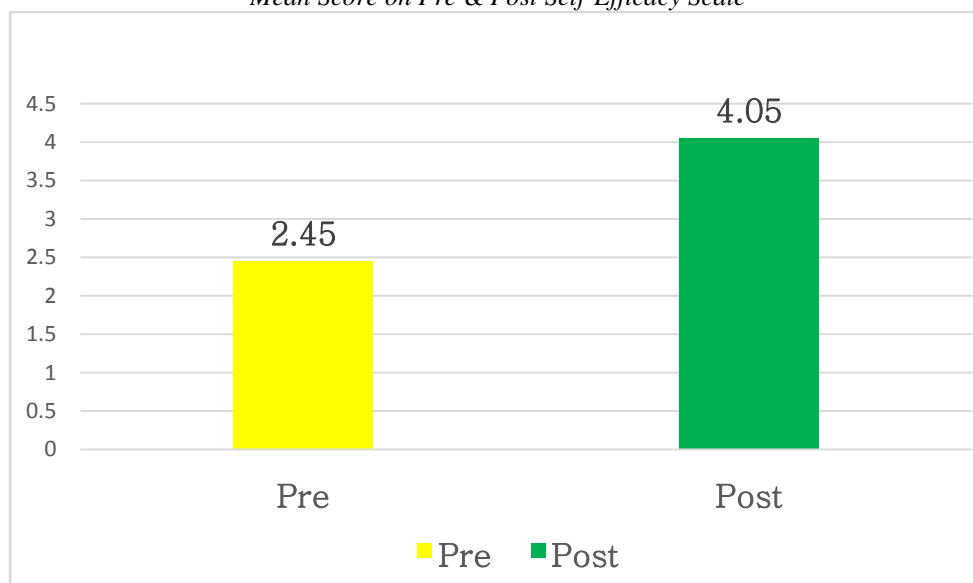
As revealed in figure 4, the mean score of EFL student teachers on the self-efficacy pre-scale is 2.45 points and their mean score on the self-efficacy post-scale is 4.05 points. Evidently, the mean score of the EFL student teachers on the self-efficacy post-scale is higher than their mean score on the EFL student teachers' self-efficacy pre-scale. Seemingly, e-practicum practices has a positive effect on developing EFL student teachers' self-efficacy.

Table2
EFLStudent Teachers' Pre and Post Scores on Self-Efficacy Scale

Testing	N	Max Score	Gained Score	M=5	SD	*t.*	*p.*	Significance
Pre	84	420	192	2.45	1.23	-6.42	1.3	Significant
post		420	330	4.05	1.03			*P < .05.*

In table 2, the mean score of the participants on the post scale administration (*M*=4.05, *SD*=1.03) is higher than their mean score on the pre scale administration (*M*=2.45, *SD*=1.23). The *t*-value is -6.42 and the *p*-value is <.00001. Statistically, the result is significant at *p*<.05. Therefore, it could be stated that EFLstudent teachers' online teaching self-efficacy was improved as a result of the experiences they gained during e-practicum activities (during the second term of the academic year 2019/2020 in COVID-19 time). In other words, e-guidance and activities offered to theEFL pre-service teachers and their online practices familiarized them with online teaching.This finding is consistent with the findings reached by the study of Ersin, Atay and Mede (2020)who came to the conclusion that e-practicum helped EFL pre-service teachers to overcome online teaching fears and improved their online teaching self-efficacy. E-practicum enabled student teachers to overcome technical problems with abundant online teaching experience, and the advantages of digital integration. Another supporting evidence is that practicum enabled the pre-service teachers to eliminate fear (Pokhrel, 2020). Therefore, the second hypothesis is accepted as stated: There are statistically significant differences in EFL student teachers' mean scores on the pre and post self-efficacy scale favoring EFL student teachers' mean scores on the post self-efficacy scale.

This result reveals that the study participants believe that they are able to communicate via emails, chat online, use social networking website, use learning management systems for EFL teaching, use presentation software for EFL instruction, can use online resources to prepare EFL lessons, create EFL lessons using podcasts, incorporate online you-tube films in EFL lessons, use EFL virtual learning environments, create EFL digital portfolios, prepare EFL E-lesson plans, deliver EFL E-lessons, prepare EFL E-tests and E-assignments, communicate with my EFL learners online, use Zoom for EFL teaching/learning purposes, use Edmodo for EFL teaching/learning purposes, use WhatsApp for EFL teaching/learning purposes, use Teams for EFL teaching/learning purposes, produce EFL M-videos, and prepare EFL lessons.

V. Conclusion

As a result of the swift COVID-19 collapse, regular face-to-face education shifted to online education. At October 6 University, theoretical courses were smoothly moved to online platforms like Skype and Zoom. However, moving practical courses to online was not an easy job. Therefore, the present study attempted to explore the feasibility of e-practicum for developing EFL student teachers' instructional performance and e-teaching self-efficacy. Findings of the study revealed that while e-practicum was effective in developing EFL student teachers' e-teaching self-efficacy, it was ineffective in developing EFL student teachers' instructional performance. More online modeling sessions should be integrated into e-practicum so that it can be effective in developing EFL student teachers' instructional performance. Finally, the findings of the present study highlighted one of the recommendations of the study of Carrillo and Floresb (2020) that there is a need for a comprehensive view of the pedagogics of online education that integrates technology to teaching and learning. Moreover, it is recommended that both instructors' and students' technological abilities need to be developed via more online training to access online platforms.

Implications

One of the practical contributions of the present study is that it provides much needed empirical data on the feasibility of e-practicum for developing EFL student teachers' instructional performance and e-teaching self-efficacy. The second pedagogical implication of the present study stems from the finding that e-practicum was not effective in developing EFL student teachers' instructional performance, which is the core objective of teaching practicum. Simply, e-practicum is an unreliable mode of study for preparing EFL student teachers for future career. Thirdly, the pedagogical implication of the present study stems from the finding that e-practicum improved EFL student teachers' e-teaching self-efficacy, which is one of the crucial variables of teaching/learning processes.

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Appendix A

EFL Pre-service Teachers' Pedagogical Performance Observation Sheet

Item	Key Performance Indicators (KPIs)							
	Sufficiency 1	Relevancy 1	Accuracy 1	Feasibility 1	Excellency 1	Total Score	%	Mean=5
1-Stating SMART objectives.								
2-Preparing effective EFL lesson plan.								
3-Delivering effective EFL warming-up.								
4-Delivering effective EFL presentation.								
5-Creating effective EFL learning activities.								
6-Asking purposeful EFL questions.								
7-Incorporating you-tube films in EFL lessons.								
8-Making good wrap up.								
9-Using clear voice.								
10-Achieving lesson objectives.								
Total								

THE END

EFL Pre-service Teachers' Digital Teaching Self-Efficacy Scale

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Strongly Agree	Agree

Kindly, tick (√) the response that fits you well in light of your E-practicum experience.

no	Items	Responses				
		1	2	3	4	5
1	I can communicate via emails.					
2	I can chat online.					
3	I can use social networking website.					
4	I can use learning management systems for EFL teaching.					
5	I can use presentation software for EFL instruction.					
6	I can use online resources to prepare EFL lessons.					
7	I can create EFL lessons using podcasts.					
8	I can incorporate online you-tube films in EFL lessons.					
9	I can use EFL virtual learning environments.					
10	I can create EFL digital portfolios.					
11	I can prepare EFL E-lesson plans.					
12	I can deliver EFL E-lessons.					
13	I can prepare EFL E-tests and E-assignments.					
14	I can communicate with my EFL learners online.					
15	I can use Zoom for EFL teaching/learning purposes.					
16	I can use Edmodo for EFL teaching/learning purposes.					
17	I can use WhatsApp for EFL teaching/learning purposes.					
18	I can use Teams for EFL teaching/learning purposes.					
19	I can produce EFL M-videos.					
20	I can prepare EFL lessons with my colleagues online.					

THE END