SELF-EFFICACY OF PRE-SERVICE MATHS/SCIENCE TEACHERS WITH RESPECT TO CHALLENGES IN LINGUISTICALLY DIVERSE CLASSROOMS

ILSE STANGEN

HF2: LINGUISTIC-CULTURAL HETEROGENEITY

CONTEXT
• more and more students with German as a second language (GSL/DaZ).
• more and more students with deficits in the area of (academic) language skills.
• (subject) teachers do not feel properly prepared for the challenges in linguistically diverse classrooms.
• self-efficacy plays a crucial role for work performance and learning outcomes (Tschannen-Moran & Woolfolk Hoy, 2001).

AIMS OF THE STUDY
I. explore factors which can reflect aspects of self-efficacy with respect to challenges in linguistically diverse classrooms.
II. explore how pre-service science teachers feel about teaching CSL-students in their mainstream classroom.
III. explore if having an (additional) language subject or study programme has an influence on self-efficacy.
IV. examine other factors influencing self-efficacy.

I. FACTORS

A. BACKGROUND DATA
Sex
- male: 70%
- female: 30%
Age Groups
- 15 to 24: 10%
- 25 to 30: 40%
- 31 to 40: 35%
- 41 to 50: 15%
- 51 to 60: 5%
Study Programme
- primary school:
  - 16%
- higher track school: 31%
- vocational school: 34%
- special needs school: 9%

B. EXAMPLE (ENGLISH TRANSLATION)
How convinced are you, that you are able to detect the language based learning conditions of every child, even in very heterogeneous classes?

1. not at all convinced
2. very little convinced
3. little convinced
4. partly convinced
5. quite convinced
6. totally convinced

C. FIRST EXPLANATIONS: the curriculum even out subject specific differences, with primary/special school teachers of all subjects learning more about didactics and language, whereas higher track/vocational school teachers learn less about didactics and language and more about subject specific contents in the curriculum at the University of Hamburg.

WHAT’S NEXT: online study with active teachers and a post-test in a seminar about multilingualism in subject teaching in the winter term 2017/18.

REFERENCES

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