



KATHOLISCHE UNIVERSITÄT
EICHSTÄTT-INGOLSTADT

Joint Project

Inclusive Living and Learning at School

Sectional Project

Aspects of Inclusive (Foreign) Language Teaching

Published: August, 2020



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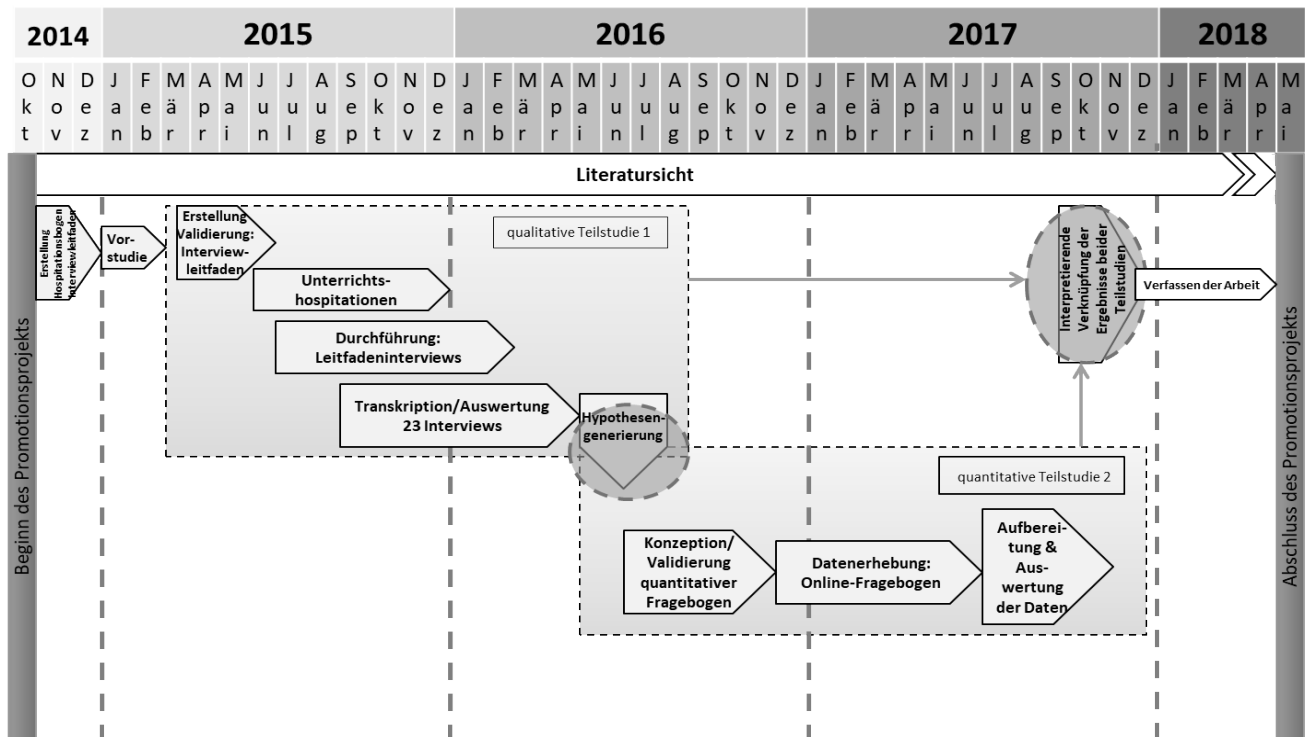
ASPECTS OF INCLUSIVE (FOREIGN) LANGUAGE TEACHING: INCLUSIVE ENGLISH LESSONS - AN EMPIRICAL STUDY ON THE STATUS QUO IN LOWER SECONDARY EDUCATION

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Time frame: 10/2014 – 07/2018, completed dissertation project

Veröffentlichung: Dose, J. (2019) Inklusiver Englischunterricht. Eine empirische Studie zum Status quo in der Sekundarstufe I. Wiesbaden: Springer VS.

Schedule



● = Verknüpfung der qualitativen & quantitativen Forschung

Summary

The research project as basic research in didactics is dedicated to the question of how inclusive English lessons are implemented in practice from the perspective of teachers, both through a qualitative and quantitative sub-study. Initial findings on the design and implementation of foreign language teaching for learners with special needs in the area of learning were gained through guideline interviews (N = 23) and a questionnaire (N = 67). The results contribute to being able to design foreign language teaching scenarios, including foreign language teaching scenarios, in a more individual and situation-adequate manner and in a needs-oriented manner.

State of Research (Dose 2019, 20 ff.)

„Studies that focus on the concrete implementation of inclusive English lessons for students with special needs in the area of learning are still pending, as Schmid (2017) even describes in 2017. And Gebhardt & Heimlich (2018: 1249) also state for the year 2018 that „there is an almost complete lack of relevant empirical studies regarding the requirements for professional pedagogical expertise in inclusive settings“ (ibid.).

It seems significant that although statements can be made regarding the school performance/ acquisition of competencies by students, it is not possible to say how the corresponding instruction that contributed to these results was designed. Schön (2016: 36) noted:

Actual practice in the classrooms can at most attempt to slowly approach the idea of inclusion in some areas – whether and how this can be achieved at all is open to debate.

However, it is precisely here that the aim must be to find out where exactly one is on the path to inclusion and which strategies, approaches and concepts are used and established by teachers in practice. It is teachers who are in the classroom every day, planning, implementing and evaluating it and who have therefore acquired comprehensive knowledge on the topic of inclusive education. Through them, an expertise - based on many years of experience - already exists, which is currently still completely untapped or has been ignored. Springob (2017:

333) records this in his discussion and interpretation of the results:

In addition to all concepts and theories, in the end it is apparently mainly the teachers who make a major contribution to ensuring that good teaching is realised in all classes.

As early as 2011, Weide emphasizes that due to the lack of specification of pedagogical approaches and concepts of inclusive education, teachers developed concepts „on their own initiative“ (ibid: 114) through their daily work. Thus not only theoretical approaches should be worked out, which then have to be taken into account by the teachers, but also, and especially, reciprocally through knowledge of teaching practice, corresponding approaches should be compared and, if necessary, modified. In order to be able to do this, basic research must be carried out, which has so far been ignored in the fast-paced debate on inclusion. Gerlach (2015: 135) formulates the research desideratum of the survey of the subjective theories underlying teacher action on the basis of his study findings. Doert & Nold (2015: 33f.) also state that there are no studies on the behaviour of teachers in English lessons and clearly identify this as a research aspect. (...)

Since, as studies have already shown, teachers' actions are related to attitudes and thus to internal curricula, a research project that reflects both desiderata of Gerlach (2015) and Doert & Nold (2015) and thus for the first time draws a holistic picture of attitudes on the one hand and teaching practice on the other seems to make sense. “

Questions and Objectives (Dose 2019, 21 ff.)

„From the presentation of the current state of research, the need for empirical research has become clear. While theoretically well-founded works have matured, empirical studies from teaching practice are missing in the discussion, as was already pointed out earlier on the basis of the research desiderata. Although it can be stated that empirical studies are available that provide information about everyday teaching, they focus on primary school as well as

on the subjects of mathematics and German. The teaching of English has received little or no attention in empirical research, not only in primary school, but especially at lower secondary level. (...)

Moreover, empirical research on English language teaching, but also in general, has so far failed to compare the extent to which these concepts are applied in practice. As Weide (2011) emphasizes, teachers have been teaching English in inclusive settings for years. By contrast, their perspective has been largely ignored in inclusion research.

Furthermore, recent studies highlight the importance of teachers for inclusive education. They are the central factors in the design of good teaching, as Springob (2017: 333) concludes from his findings, so that their perspective can be highlighted as a key component of current inclusion research. In the discourse, insights are required that reflect the teaching practice from the perspective of the teachers. In order to gain an insight that covers as broad a spectrum of teachers as possible, teaching for SuS should also be researched with a specific and proportionately highly represented funding focus. By concretising this thematic focus, the research project must represent basic research which, for the first time, asks about the implementation in teaching and thus aims at a first stocktaking – the survey of a status quo – for English teaching.

This demand is taken into account by the research question:

How is inclusive English teaching currently practised for Students with special needs in the area of learning, and what are the resulting consequences?

In order to answer the research question and thus to meet the main objective of the work, which is to characterize promotion-specific features of inclusive English teaching through the teachers' perspective, there is first of all a need to identify essential concepts of the teachers on the basis of which their English teaching is planned and carried out:

1) Which approaches and concepts underlie the preparation and implementation of inclusive English lessons? (...)

Teachers try to adapt their teaching to the performance of the students and to accommodate them, for example through differentiation and individual learning (Eckert 2013). For this reason, the performance of the student in this context of learners with a focus on learning can

2) Welche Ansätze und Konzepte liegen der Vorbereitung und Durchführung inklusiven Englischunterrichts zugrunde? (...)

Lehrende versuchen, den Leistungen der SuS entsprechende Adaptionen im Unterricht vorzunehmen und beispielsweise über Differenzierung und individuelles Lernen (Eckert 2013) den SuS entgegenzukommen. Aus diesem Grund kann die SuS-Leistung, in diesem Kontext der Lernenden mit Förderschwerpunkt Lernen, ein wesentlicher Faktor für die subjektiven Theorien der Lehrenden sein, was durch die zweite Teilleitfrage beachtet wird:

3) Inwieweit entwickeln SuS mit dem Förderschwerpunkt Lernen fremdsprachliche Kompetenzen in inklusiven Settings?

Durch die Ausführungen von Weide (2011), aber auch von Gerlach (2015) wird die Wesentlichkeit der subjektiven Theorien, auf deren Grundlage die Lehrkräfte ihren Unterricht konzipieren, betont, welche durch die tagtägliche Unterrichtserfahrung im inklusiven Klassenzimmer entwickelt werden. Wagner (2016: 12) beschreibt subsumierend die Forschungslage, „aus der gefolgert werden kann, dass den Theorien der Lehrkräfte eine große Rolle bei der Erklärung verschiedener Aspekte ihres Unterrichtshandelns zukommt.“ Aus diesem Grunde wird nach diesen subjektiven Konzepten und Ansätzen durch die dritte Teilleitfrage der Arbeit gefragt:

4) Welche subjektiven Theorien die unterrichtlichen Konzepte, Ziele und Erwartungen betreffend herrschen beim inklusiven Englischunterricht vor?“

Methodological Approach (Dose 2019, 24ff.)

„(...) This exploratory basic research was conducted on a qualitative level in the form of semi-structured guideline interviews (N = 23), which took place mainly in Bavaria, Schleswig-Holstein and Bremen. In order to contextualize the information provided by the teachers interviewed, classroom hospitations were also conducted in various classes. (...)

By evaluating and interpreting the data, it was possible to formulate hypotheses regarding the partial guiding questions. In order to ensure a higher generalizability of the hypotheses, it was

then necessary to conduct quantitative research in the sense of the mixed-method approach. To meet this requirement, a quantitative online questionnaire (N = 67) was created, evaluated and its results interpreted. In a further step, the findings from qualitative and quantitative research had to be related in the context of the research questions. “

Ergebnisse

The project outline can only describe selected findings that have been gained within the framework of the doctoral project in approaches. For example, information can be provided on the choice of methods used by the teachers, key elements of inclusive English teaching such as „subject focus and basic knowledge“ can be identified, and assessments of importance for the teaching of foreign language skills can be evaluated. Furthermore, the values and attitudes of the teachers are identified and references to their teaching goals for SuS with the focus on learning are described.

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