Empirischer Beitrag zu Grundlagen, Rahmenbedingungen
und Herausforderungen

Impact of Training on Preservice Teachers' Sense of Self-efficacy to Implement Inclusive Teaching in the English Language Classroom

Run Tan[1,*] & Bettina Amrhein[1,*]

[1] *Universität Bielefeld*
[*] *Kontakt:Universität Bielefeld, Fakultät für Erziehungswissenschaft,*
AG 5: Schulpädagogik und Allgemeine Didaktik,
Konsequenz 41a, 33615 Bielefeld
run.tan@uni-bielefeld.de; bettina.amrhein@uni-bielefeld.de

Abstract: The purpose of teacher education is to ensure new graduates are well prepared to include all students into mainstream classrooms regardless of their differences (Winter, 2006). Examining preservice teachers' sense of self-efficacy to implement inclusion in their classroom is important to evaluate the effectiveness of teacher education programs. In this study, we designed an inclusive teacher training program and applied a mixed-methods design to evaluate its effectiveness. Specifically, 25 students (13 female, 12 male) participated in the program and we collected survey data for all students on their self-efficacy (TEIP, Teacher Self-efficacy for Inclusive Practices) before and after the program and conducted qualitative interviews with five students. The survey results indicate that there was a significant increase in participants' sense of self-efficacy, especially self-efficacy for designing inclusive instructions and for collaboration. However, results also show a significant decrease in participants' sense of self-efficacy to manage disruptive behaviors. Through our inductive analyses of the qualitative interview data, we identify five factors that influence preservice teachers' sense of self-efficacy: theoretical knowledge of inclusive/special education, cognitive pedagogical mastery, simulated modeling, positive feedbacks and encouragement, as well as practical mastery experiences. On this basis, we discuss further indications for future inclusive preservice teacher training.

Keywords: preservice teacher training, teachers' sense of self-efficacy, inclusion, English classroom

1 Introduction

1.1 Teachers' sense of self-efficacy in inclusive settings

Inclusive education is a global trend that intends to provide children – regardless of their socially perceived differences (e.g., ability, gender, or cultural backgrounds) – with access to quality education (UNESCO, 2013). Since 2009, with the ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD), strong advocacy and forceful implementations of inclusive education have primarily taken place in Germany (United Nations, 2006; Wagner, 2017). Thus, all teachers, including newly graduated student teachers, need to teach children with increasingly diverse learning needs (Lancaster & Bain, 2010).

In corresponding to the strong advocacy, more research studies start to focus on what is required from teachers to implement inclusion successfully. Among those studies, measuring teachers' sense of self-efficacy to implement inclusion is becoming of great interest due to its close relation to the pragmatic side of teaching (Baumert & Kunter, 2006; Burke & Sutherland, 2004; Sharma, Loreman & Forlin, 2012). Bandura (1977, 1986, 1997) emphasized the importance of the sense of self-efficacy within the framework of the social learning theory. According to the theory, self-efficacy is defined as "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391). Teachers' sense of self-efficacy is teachers' belief that they can influence how well students learn, even those who may be considered unmotivated (Guskey & Passaro, 1994).

Together with the concept of teachers' attitudes and willingness to include students with diverse abilities, teachers' sense of self-efficacy plays a crucial role in enabling teachers to implement inclusion successfully (Friend & Bursuck, 2009; McLeskey, Waldron, So, Swanson & Loveland, 2001). Almog and Shechtman (2007) revealed that Israeli teachers with a higher sense of self-efficacy tend to cope better with student problem behaviors. Another study identified the relationship between better receptivity towards inclusion and higher sense of self-efficacy among American general teachers (Soodak, Podell & Lehman, 1998). On the other hand, research studies also identified that teachers with a low sense of self-efficacy demonstrated anxiety and rejected the idea of including students with special needs in their classroom (e.g., Soodak et al., 1998).

1.2 Inclusive preservice teacher training programs

Based on the vital importance of self-efficacy in influencing teachers' inclusive practice, many research studies were designed to explore the effect of preservice teacher training programs on teachers' sense of self-efficacy. In general, preservice preparation experiences are essential to the development of self-efficacy beliefs, which will enable teachers to be more confident to produce positive student learning (Ashton, 1985; Hoy & Spero, 2005). Nevertheless, with different emphases on preparing preservice teachers, training programs may yield varied impacts on teachers' sense of self-efficacy.

Specifically, on the one hand, many studies showed a consistent positive increase of preservice teachers' sense of self-efficacy after the participation in an inclusive education course (e.g., Kopp, 2009; Lancaster & Bain, 2007; Sharma & Sokal, 2013). On the other hand, Freytag (2001) showed that preservice teachers' self-efficacy did not seem to change strongly regardless of the number of inclusion courses completed. Other studies showed mixed results. To be more specific, while preservice teachers' personal teaching efficacy (PTE) increased, their general teaching efficacy (GTE) either declined or showed no change (Gorrell & Hwang, 1995). In another study (Leyser, Zeiger & Romi, 2011), the findings revealed an increase of preservice teachers' sense of self-efficacy in the social domain, but little improvement in their GTE, PTE, and teaching efficacy for low achievers (TEL).

Among those studies, none has focused on examining how the participation in a training program would change preservice teachers' sense of efficacy to implement inclusive teaching in the English language classroom. According to Bandura (1997) and Pajares (2003), teachers' sense of self-efficacy correlates with a perception of competence about performance in a given domain. Previous studies focused on examining preservice teachers' sense of self-efficacy from different subject areas, such as science teaching (Palmer, 2006) or physical education (Hopper & Stogre, 2004). A few studies (e.g., Anthony & Saidi, 2008; Külekçi, 2011) examined preservice teachers' sense of self-efficacy in English teaching and showed the influence of internal teacher variables (e.g., gender) or external factors (e.g., field experience) on the sense of self-efficacy. Nevertheless, little is known regarding how a training program would influence preservice teachers' sense of self efficacy to implement inclusive teaching in the English classroom. Meanwhile, the ever-increasing diverse student population in German schools poses the biggest challenge for English teaching, especially since more regular schools are receiving children with various special needs and children with refugee backgrounds whose first language is neither English nor German (Haß, 2013)**.** Therefore, the current study is designed to examine whether the participation in a training program would positively increase preservice teachers' sense of self-efficacy for English teaching so that they would be better prepared for more inclusive teaching.

1.3 Factors influencing teachers' sense of self-efficacy

Bandura (1997) and Schunk (2012) described the four essential builders of teachers' sense of self-efficacy as mastery experiences, physiological and emotional cues, vicarious experiences, and verbal persuasion. Researchers examining previous training programs found that how training programs addressed the four builders explained the varied effects they had on preservice teachers' sense of self-efficacy (Boe, Shin & Cook, 2007; Burton & Pace, 2009; Palmer, 2006). Among the four sources, some studies showed that mastery experiences are the strongest to influence preservice teachers' sense of self-efficacy, indicating that to offer teachers direct experience with students who have special needs would contribute to their sense of self-efficacy to implement inclusion (Morrell & Carroll, 2003). Meanwhile, apart from the four sources, other studies indicated different programmatic design, cultural, and sampling factors could explain the varied effects (Leyser, Zeiger & Romi, 2011). Since teachers' sense of self-efficacy is a domain-specific concept, the specific factors that influence English teachers' sense of self-efficacy could differ from the ones identified in other subjects teaching. Therefore, the current study also intends to examine those factors.

1.4 Research questions

Preservice teachers' sense of self-efficacy is critical to ensure successful implementation of inclusive practices, and thus, teacher training programs have been designed to target improving their sense of self-efficacy. Nevertheless, previous studies indicated that the existing training programs produced mixed outcomes in influencing teachers' sense of self-efficacy. Therefore, to ensure the effectiveness of the training programs, it is essential to identify which factors make the training effective or not effective in improving preservice teachers' sense of self-efficacy. The current study focuses specifically on examining the effectiveness of one teacher training program in improving English preservice teachers' sense of self-efficacy to implement inclusive teaching**.** Specifically, the authors intended to address the following two research questions:

(1) Are there changes in English preservice teachers' sense of self-efficacy after the participation in an inclusive education training seminar?

(2) What factors may contribute to those changes?

2 Methodology

2.1 Description of the current seminar

The current seminar is a joint project between lecturer A and lecturer B from the Education Department and lecturer C from the Linguistic Department from Bielefeld University, a northwest German public university. It is part of the 'Biprofessional' project that represents national effort initiated by the Education Ministry of Germany to improve the overall quality of preservice teacher education. The seminar is designed to equip preservice teachers with knowledge and skills to implement inclusion in their English teaching during the placement. In total, there were 13 sessions, each lasting one hour and 45 minutes.

The first eight sessions focus on how to design an inclusive English lesson, delivered in three parts: 1) theoretical understanding of inclusive education: topics such as the definition of inclusive education (Biewer, 2009), inclusive pedagogy (Florian & Black-Hawkins, 2011) are introduced; 2) the inclusive lesson plan approaches: 'multiple intelligence' (Gardner, 1992), 'universal design of learning' (Hall, Meyer, & Rose, 2012) and 'cognitive mapping' (Leuders & Holzäpfel, 2011) are presented, together with examples of the 'best practice' from the 'T-divers' project[1] and teachers from previous cohorts; 3) presentation of inclusive English lessons from the preservice teachers. The next four sessions deal with potential challenges preservice teachers encounter in implementing inclusive English teaching. The challenges to co-teach (Murawski, 2008), to manage disruptive behavior (Crozier & Tincani, 2007), to conduct inclusive assessment (Kaur, Noman & Nordin, 2017), and to work with parents (Beveridge, 2013) are discussed. For each session, theory regarding the specific challenge is introduced, and then role-play or group-discussions are applied to deal with the challenge. In the last session, the lecturers sit down together with the students in a circle to reflect the seminar. There are two formats of assessments for students' performance: either design an inclusive English lesson based on one approach from 'multiple intelligence', 'UDL', 'cognitive mapping', or evaluate one of their peers' English lesson plan by using the above-mentioned three approaches as criteria.

2.2 Quantitative phase

2.2.1 Participants

All students from two cohorts of the seminar completed the pre-and post-seminar surveys. They were preservice English teachers enrolled in the teacher training program at Bielefeld University. At the time they took the seminar, they were about to start the placement in different secondary schools in the coming semester. An examination of the demographical variables showed that 13 female and 12 male students participated in this study, aging between 24 and 35 years. The school types they would teach during the placement are Gymnasium/Gesamtschule, which are different types of secondary schools in Germany.

2.2.2 Procedures

Since the attendance was not mandatory, lecturer A had to deliver the survey in the first and last two sessions to ensure more participation. Students were asked to write an anonymous identifier (e.g., their mother's given names) so that their pre-and post-test results could be paired. Together with filling out the survey, participants listed demographic information on age, gender, experiences with children with disabilities. In total, eight

[1] 'T-divers': a European-wide research project collecting 'best inclusive practice' in five European countries (Germany, Luxemburg, Spain, Iceland, Lithuania, Sweden).

participants had working experience with children with different disabilities: five working as part-time teachers in schools and three as volunteers. Since the participants are English preservice teachers, there is no need to translate the questionnaire into German.

2.2.3 Measures

We decided to apply the Teacher Self-efficacy for Inclusive Practices (TEIP) scale (Sharma et al., 2012) to explore preservice teachers' sense of self-efficacy for the current study. It is the first scale built on a social model of understanding children's disabilities and also the first that explicitly captures sense of self-efficacy for inclusion as a task-specific construct. The scale consists of three factors that measure sense of self-efficacy with inclusive instruction (e.g., confident in designing learning task), self-efficacy for collaboration (e.g., assist families), self-efficacy to manage disruptive behaviors (e.g., calm a student with disruptive behaviors). They are assessed by a Likert-type scale with 6 response anchors of Strongly Disagree, Disagree, Disagree Somewhat, Agree Somewhat, Agree, and Strongly Agree. The items are scored 6, 5, 4, 3, 2, or 1 in which 6 is the maximum positive response, and 1 is the most negative response. The reliability of the scale from the original validation sample was found to be 0.89, with alpha coefficients for each factor 0.93, 0.85, and 0.85, respectively (Sharma et al., 2012). In the current study, the reliability was found to be 0.77, with the alpha coefficients for each factor 0.85, 0.78, 0.72, respectively.

2.2.4 Analysis

One way repeated measure MANOVA was applied to ascertain the association between the independent variables (pre-and post-seminar) and the three self-efficacy factors ('efficacy with inclusive instructions', 'efficacy for collaboration', 'efficacy to manage disruptive behaviours'). These were followed by the analysis of variance (ANOVA) tests for each of the three dependent factors.

2.3 Qualitative phase

2.3.1 Participants

In total, five preservice teachers (three female and two male) volunteered to take part in the interview, ages differing from 25 to 28. Among the five preservice teachers, three had acquired experience with children with disabilities (two from part-time jobs in the school and one from voluntary service).

2.3.2 Procedures

In the first session, lecturer A introduced the interview and its purpose. Students who were willing to participate in the interview filled out information such as name, email address, available time for the interview. Lecturer A conducted all the interviews after the last session. Each interview lasted around one hour and was conducted in English.

2.3.3 Interviews

The open-ended interview was developed based on the TEIP scale. The researchers held the goal that the application of the interviews would provide a more comprehensive understanding of the researched phenomenon (Creswell & Plano Clark, 2011). The main interview questions asked whether the seminar improves the preservice teachers' sense of self-efficacy to implement inclusive English teaching and what the reasons are for the improvement (or no improvement). For a more detailed version of the interview, see Appendix A.

2.3.4 Qualitative analysis

An inductive approach to qualitative content analysis was applied to analyze the interview data (Mayring, 2000). The process consists of the following aspects: read through the interview transcripts – open coding with Atlas.ti – formulate preliminary codes and revise – develop intermediate codes – create categories. During the open coding process, the first step to increase the trustworthiness of the data analysis process was that the first author went back and forth to refine the codes, sometimes starting randomly at some pages of the text and carrying out the same procedures done before (Downe-Wambolt, 1992). The second step was that, after the first author had finished the open coding, one master's student was invited to revise the codes (Creswell & Plano Clark, 2011). During the process, since we were not following a positivist empirical approach but doing an exploratory analysis, joint discussions were carried out to achieve a deeper understanding of the data whenever disagreement appeared (Lincoln & Guba, 1985). Then, based on the discussion results, the list of open codes was finalized. After this, the first author synthesized the open codes and further developed the intermediate codes. Following the same steps, the first author was able to create five categories (factors) from the intermediate codes. This process required moving meaning units back and forth between categories and reflections were written to track those changes, which contributed to the more progressive development of the category outcome. In the end, further revisions were checked to determine whether the ultimate collection of categories were mutually exclusive and exhaustive (Crowley & Delfico, 1996).

3 Results

3.1 Results from the survey

3.1.2 Impact of the seminar on the sense of self-efficacy

From the descriptive statistics, we can see there is an increase of the scores in the scale of Teacher Self-efficacy for Inclusive Practices (TEIP), showing an overall increase in teachers' sense of self-efficacy. Moreover, the scores of the two factors 'efficacy to inclusive instruction' and 'efficacy to collaborate' also increased. Specifically, the pre Mean score for the TEIP scale is 3.76 (N = 25, SD = .46) and the post Mean score is 4.25 (N = 25, SD = .35). For factor one 'efficacy in inclusive instructions', the pre Mean score is 3.89 (N = 25, SD = 0.57), and the post Mean score is 4.87 (N = 25, SD = 0.67). For factor two 'efficacy in collaboration', the pre Mean score is 3.62 (N = 25, SD = 0.53) and the post Mean score is 4.63 (N = 25, SD = 0.57). However, for factor three 'efficacy in managing disruptive behavior', the pre Mean score is 3.78 (N = 25, SD = .64) and the post Mean score is 3.25 (N = 25, SD = .55). The overall composite mean scores and standard deviations of each factor of sense of self-efficacy are presented in Table 1 on the following page.

According to the results of MANOVA, there is a significant effect of the seminar on positively increasing preservice teachers' sense of self-efficacy, Wilks' Lambda = .189, $F(3, 22) = 31.428$, $p < .001$, $\eta^2 = .811$. ANOVA results showed firstly a significant impact of the seminar on improving preservice teachers' sense of self-efficacy to design inclusive instructions: Wilks' Lambda = .306, $F(1, 24) = 54.499$, $p < .001$, $\eta^2 = .694$, and their sense of self-efficacy to collaborate: Wilks' Lambda = .243, $F(1, 24) = 74.717$, $p < .001$, $\eta^2 = .757$. Secondly, a significant impact of the seminar on decreasing preservice teachers' sense of self-efficacy to managing disruptive behaviours is also found: Wilks' Lambda = .738, $F(1, 24) = 8.518$, $p < .01$, $\eta^2 = .262$.

Table 1: Descriptive statistics and (M)ANOVA results for Teacher Self-efficacy for Inclusive Practices (TEIP) scale

	Factor 1: Efficacy in inclusive instructions		Factor 2: Efficacy in collaboration		Factor 3: Efficacy in managing behaviors		TEIP: Efficacy in implementing inclusion	
Group	***M***	***SD***	***M***	***SD***	***M***	***SD***	***M***	***SD***
Pre (n=25)	3.89	.57	3.62	.53	3.78	.64	3.76	.46
Post(n=25)	4.87	.67	4.63	.57	3.25	.55	4.25	.35
F (1, 24)	54.499 $p < .001$*		74.717 $p < .001$*		8.518 $p < .01$*			
F (3, 22)							31.428 $p < .001$*	

Note: * denotes $p < 0.5$

3.2 Results from the interviews

3.2.1 Teachers' sense of self-efficacy to implement inclusive teaching

During the interview, the participants were first asked whether the seminar improved their sense of self-efficacy to implement inclusive English teaching. All interviewees expressed unanimously that the seminar has positively helped them to feel more confident to implement inclusive teaching, supporting the results of the TEIP survey. The following quotes are several responses that illustrate this aspect:

> *Yes, I can say that, ah, I feel I am ready to teach in an inclusive classroom. This seminar has improved a lot of my understanding of what inclusive education is […]. During our lesson plan presentation session, I also tried to apply the UDL in my English lesson plan, […]* (Student A).

> *I used to feel very uncertain about having children with disabilities in my class cause […]. But this seminar really taught me so much knowledge of inclusive pedagogy […] and assessment methods, eh, like the formative assessment and lingua franca. I feel very confident now […]* (Student C).

3.2.2 Factors influencing teachers' sense of self-efficacy

While analyzing the interview data focusing on the reasons for changes of sense of self-efficacy, based on the aggregation of open codes in the last phase of data analysis, five categories (five factors) emerged from the data. A detailed overview of how the factors emerged during data analysis is shown in Figure 1 on the following page. Specifically, the five factors included theoretical knowledge of inclusive/special education, positive feedback/feelings and verbal encouragement, cognitive pedagogical mastery, simulated modeling, and practical mastery experience.

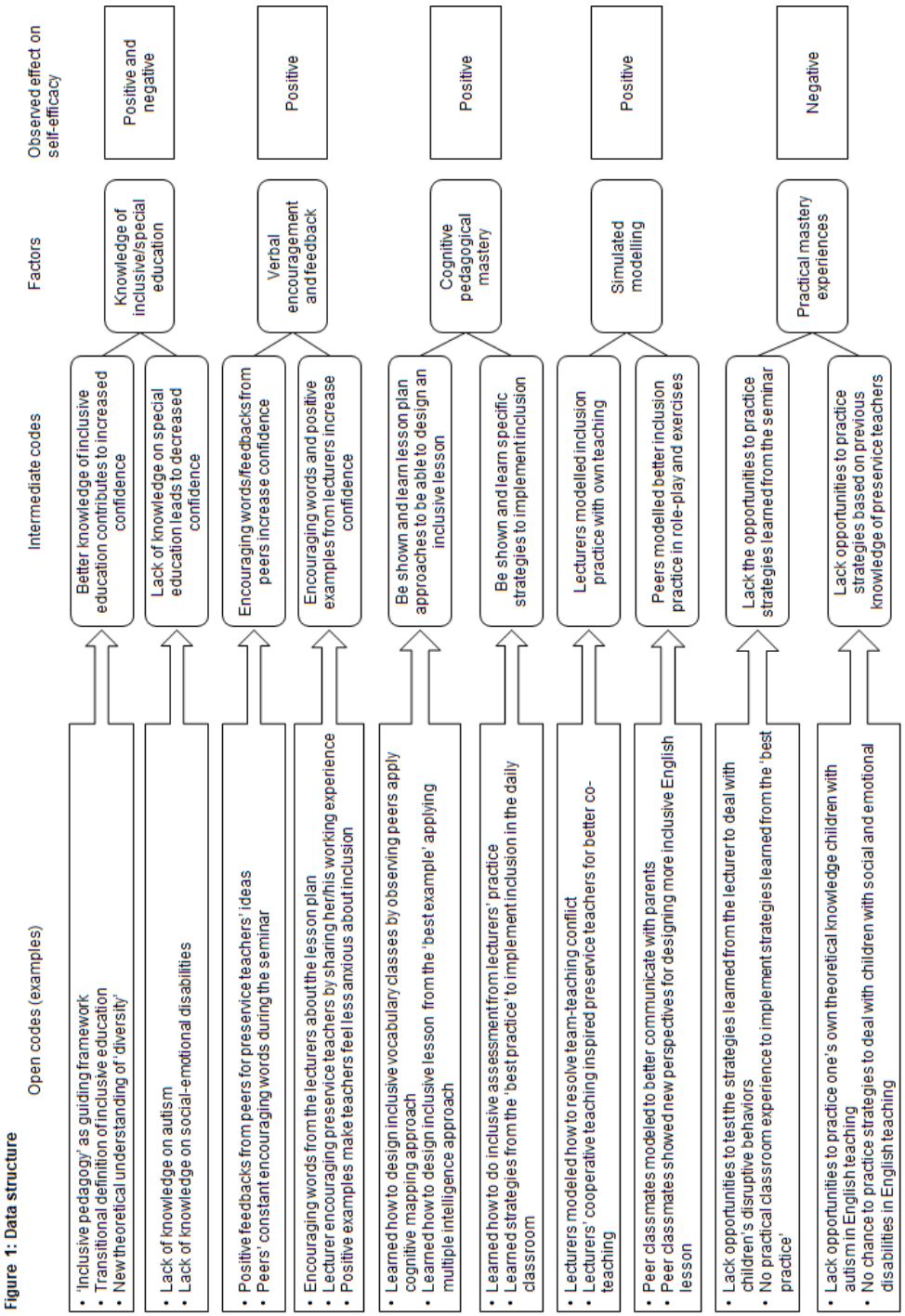

Figure 1: Data structure

Factor one: Knowledge of inclusive/special education

The first frequently mentioned factor is the knowledge of inclusive and special education. While explaining how the seminar made them feel more confident by offering rich knowledge of inclusive education, the students mentioned the less knowledge it presented on special education made them feel unconfident to deal with disruptive behaviors. To start with, they talked how the following three aspects representing the knowledge of inclusive education increase their confidence to implement more inclusion:

(1) 'Inclusive pedagogy': it talks about how to implement inclusion from ensuring access, collaboration, achievement and diversity. It offers a guiding framework within which inclusion could be implemented step by step in daily teaching.

(2) 'Transitional definition of inclusion': it focuses on including children regardless of their ability, gender, ethnic, cultural origin, and socioeconomic background into general classrooms. This transitional definition of inclusion connects with preservice teachers' existing pedagogical knowledge for English teaching that responsively deals with children's heterogeneity. This connection reassured them and increased their confidence to implement inclusion in English classes.

(3) 'Changed perception of diversity': before conducting the metaphor task, they felt mainly challenged by the more increasingly diverse student body. Through the metaphor task, they reflected on the role of diversity and learned from how others reflected it, realizing its potential as abundant resources to design lessons.

Secondly, as to their decreased sense of self-efficacy to manage disruptive behaviors, many explained that the seminar presented relatively less knowledge of special education and how to manage children with disruptive behaviors. This lack of knowledge thus made them uncertain of their ability to deal with the children in practice:

> *I was expecting to know more about special education; […], more about children with social and emotional behavioral problems […]. But there was quite little from the seminar regarding this aspect* (Student E).

Factor two: Positive feedback/feelings and encouragement

Many preservice teachers mentioned that the second factor that contributes to their increased sense of self-efficacy was the positive feedback/emotions and encouragement they received from the lecturers and classmates. Firstly, classmates not only encouraged them whenever they felt down during a class task but also gave them positive feedback for opinions they contributed during discussions:

> *I threw some ideas into discussions regarding how to resolve the team teaching conflict, and the peers reacted to them all very positively […]. It made me feel I could also work better with other professionals* (Student C).

Secondly, the lecturers constantly gave the teachers positive feedback for their inclusive English lesson plans, reassuring that they would successfully implement them in practice. Meanwhile, they were open to sharing their personal experiences of previously working in inclusive settings to encourage the preservice teachers whenever they felt unmotivated:

> *One of the lecturers always keeps on encouraging us that inclusion is a process […]. The lecturer would share those positive working experiences with parents and encourage us that we could also make it work […]* (Student D).

Thirdly, many mentioned they feel less anxiety and fear of the idea of inclusion. The seminar presented some 'best practice' to show how teachers from other cultural contexts successfully implement inclusion in their daily practice, which enabled the preservice teachers to feel inclusion as more approachable practice.

Factor three: Cognitive pedagogical mastery

The third factor identified to contribute to the increased sense of self-efficacy is preservice teachers' better cognitive pedagogical mastery, which was achieved from the following three aspects. First, the preservice teachers were shown and learned inclusive lesson plan approaches. Specifically, the seminar demonstrated concrete lesson plan approaches and invited teachers from previous cohorts to illustrate how those approaches worked in their English classrooms. Moreover, successful application of the approaches was also shown from a Swedish English teacher from the 'best practices'. Through learning the

theory behind the approaches and the successful implementations in practice, many preservice teachers expressed their increased confidence to design an inclusive English lesson.

The second part consisting of the better cognitive pedagogical mastery is that they were shown and learned how to manage inclusion daily. Firstly, the lecturers introduced formative assessment as a type of inclusive assessment, and showed how to implement it by conducting it with the preservice teachers. At the same time, some sessions presenting 'best practice' also showed how the teachers, for example, from one high school in Iceland manage inclusion by making little changes to the existing practice. It presented the preservice teachers concrete strategies, which they could also implement in their English class on a daily basis.

Factor four: Simulated modeling

Simulated modeling is identified as the fourth factor that contributed to the increased sense of self-efficacy. It shows how the lecturers and the classmates modeled for the preservice teachers by providing examples of how inclusion could be implemented from different aspects. Firstly, the lecturers showed good examples of how to resolve team-teaching conflicts in the role-play sessions, which showed them with concrete strategies to resolve similar conflicts in the future. Meanwhile, some preservice teachers mentioned that they have learned how to cooperate with others by observing how the lecturers were collaborating:

> *I always feel that the lecturers have cooperated very well with each other […]. I think through observing how they cooperated made me feel I can also co-teach with my future colleagues* (Student B).

Secondly, the classmates also provided some examples to the preservice teachers, serving as another model whom the preservice teachers can learn from to better communicate with parents and design an inclusive English lesson. Specifically, during the role-play session, some preservice teachers learned how to listen to 'parents' better by observing how their peers did. Meanwhile, through listening to their peers' presentation on designing an inclusive vocabulary class applying 'cognitive mapping' approach, they learned more concrete skills to differentiate learning tasks and assessment.

Factor five: Practical mastery experiences

Many preservice teachers expressed that they lack successful practical mastery experiences to deal with disruptive behaviors, which lowers efficacy expectations that teaching children with disruptive behaviours will be proficient in the future. Firstly, even though potential strategies were discussed to deal with children's disruptive behaviors during the seminar, many teachers still lacked the field experience to apply them. Secondly, for some who already learned some strategies from their experiences, no practical classroom experiences were provided by the seminar to test the strategies.

4 Discussion

The current study applied a mixed-methods design to examine the effectiveness of a seminar in influencing preservice English teachers' sense of self-efficacy in the following three aspects: designing inclusive instructions, cooperating with others, managing disruptive behaviors. The results indicated that in general, there is a significant positive increase in the sense of self-efficacy among the student teachers to implement inclusive English teaching, especially in designing inclusive instructions and cooperating with others. However, the teachers showed a significant decrease in the sense of self-efficacy to manage disruptive behaviors.

The current study is of great value to promote inclusive education in Germany considering it is still underdeveloped (Miesera & Gebhardt, 2018). Meanwhile, from an international perspective, it provides a good example to cope with the international criticism about whether the preparation preservice teachers receive for inclusion is adequate (e.g., Chang, Early & Winton, 2005). It actively responds to the criticism by providing the preservice English teachers with not only theoretical knowledge about inclusion but also practical strategies to design inclusive English lessons and to tackle potential challenges.

4.1 Preservice teachers' sense of self-efficacy

The current study serves as one of the efforts to develop inclusive education by investigating German preservice teachers' sense of self-efficacy to implement inclusive English teaching, providing a contribution to the literature on exploring preservice teachers' sense of self-efficacy. Like several other preservice training courses (e.g., Sharma & Sokal, 2013), the present study showed a consistent overall positive increase in preservice teachers' sense of self-efficacy after the participation in the seminar. Nevertheless, several studies (e.g., Klassen, 2002; Weinstein, 1988) also indicated that an increased sense of self-efficacy score shown by preservice teachers who lack enough practical experience is not necessarily desirable, considering the confident feelings about their abilities may be an underestimation of the challenges in practice. Therefore, it is strongly recommended that future research studies focus on how preservice English teachers' self-efficacy further develops during their placement and their first several in-service years (Shaukat, Sharma & Furlonger, 2013).

Moreover, the current study shows preservice English teachers' decreased sense of self efficacy to deal with disruptive behaviors after the participation in the seminar, which was also identified from some other studies (e.g., Gao & Mager, 2011). Children with behavioral disabilities seemed to remain challenging for preservice teachers regardless of their perceived level of teacher efficacy. This general fear of dealing with children with disruptive behaviors in inclusive settings has also been identified among preservice teachers from many other studies (e.g., Savolainen, Engelbrecht, Nel & Malinen, 2012; Sharma, Ee & Desai, 2003; Subban & Sharma, 2006). Future research should look into how other teacher training programs influence teachers' sense of self efficacy to deal with disruptive behaviors. Future teacher training programs need to prioritize this issue and arrange more resources and time to prepare the preservice teachers regarding this aspect.

4.2 Factors influencing the sense of self-efficacy

Some of the factors described by Bandura (1997) as sources for the sense of self-efficacy were observed in the current seminar, such as physiological and emotional cues and verbal persuasion. Meanwhile, too little practical mastery experience that could provide teachers with field-based experience to work with children with SEN was mentioned as a reason for decreased sense of self-efficacy to manage disruptive behaviors (Bandura, 1997; Morrell & Carroll, 2003; Schunk, 2012). Besides, the current study offers further evidence to support that, apart from the sources proposed by Bandura, there are other factors that influence teachers' sense of self-efficacy. Specifically, knowledge of inclusive/special education and simulated modeling stand out as the essential sources (Palmer, 2006).

Firstly, as to knowledge of inclusive/special education, we know from the current study that a better theoretical knowledge of inclusive education plays an essential role in contributing to teachers' increased sense of self-efficacy in implementing inclusive English teaching, which is consistent with findings from other studies (e.g., Brownell & Pajares, 1999; Buell et al., 1999; Lancaster & Bain, 2007). To be more specific, many student teachers perceive the knowledge of 'inclusive pedagogy', the transitional definition

of inclusion as well as the perception of diversity as three critical contributors to their increased confidence. Future research studies should further look into their respective effects on preservice teachers' increased sense of self-efficacy. Meanwhile, it is indicated that a lack of theoretical knowledge of special education serves as the major reason for the decreased sense of self-efficacy to manage disruptive behavior, which resonates with previous studies (e.g., Avramidis, Bayliss & Burden, 2000; Zee & Koomen, 2016).

Secondly, as to simulated modeling, the creations of the role-play scenarios on how to deal with the potential challenges and the examples from the 'best practices' both presented good examples and proved to be very effective. The current study is the first study to highlight this factor and its potentially positive effect on contributing to teachers' sense of self efficacy. Future research studies should be designed to examine further the effectiveness of such strategies in the preservice teacher training programs.

4.3 Indications for future preservice teacher training

Qualification plays a significant role in the development of teachers' sense of self-efficacy towards inclusion (Forlin, 2010). Under the international and national call (Cook, 2001; Wagner, 2017) for more sustainable development of inclusive education, it is of crucial value to prepare preservice teachers for more inclusive practices. Therefore, more evidence-based effective seminar models need to be recommended. The current seminar has been effective in improving preservice teachers' sense of self-efficacy in implementing inclusion in the English classes, and thus, its findings have implications for future preservice teacher training programs.

4.3.1 Practical field experience

The current study shows that a lack of practical field experience with children with disabilities influences preservice teachers' decreased sense of self-efficacy to manage disruptive behaviors. It is thus highly recommended that future preservice training programs embed more field-based practical experiences with children with SEN in order to provide students the opportunity to synthesize, apply, and reflect on the knowledge presented in the seminar and make connections to working in an actual classroom with children (Andrews & Clementson, 1997; Burton & Pace, 2009; Morrell & Carroll, 2003).

Those field-based experiences can be provided in different formats: for example, to visit successful inclusive classrooms, to have one-to-one mentoring time with children with SEN (Lancaster & Bain, 2007), or to work in teams in classwork or field experiences with special education candidates (e.g., Leyser, Zeiger & Romi, 2011). Nevertheless, to achieve the maximal positive effects of embedding field-based experience, future training programs should carefully consider the following aspects, as previous research studies indicated their importance. Those include the specific design characteristics of such experiences, the extent to which they are mastery-based and are connected to the perceived future in-service role, and the appropriate ways feedback is given (Leyser, Zeiger & Romi, 2011).

4.3.2 Theoretical knowledge of special education

Consistent with what Brownell, Ross, Colón and McCallum (2005) indicated, we learn from the current study that a lack of knowledge of special education and how to manage children with disruptive behaviors leads to student teachers' uncertainty of their ability to deal with the children in practice. Thus, we strongly recommend future preservice teacher training to include theoretical knowledge of special education and strategies of how to deal with children with disruptive behaviors.

Meanwhile, while fully recognizing its influence in building preservice teachers' sense of self-efficacy, we also should place high emphasis on considering the quantity

and quality of the knowledge. According to some studies (Lancaster & Bain, 2007; Savolainen et al., 2012), for the quantity, a stronger emphasis on special education knowledge would potentially indicate a medical model of understanding for children's special needs. For the quality, teachers perceive their efforts to include children with disabilities as more successful when receiving training about (a) the needs of students with disabilities, (b) curricular and instructional adaptations for students, and (c) behavior management techniques for students with disabilities.

5 Limitations

The first limitation is the relatively small sample size, made up of German students from one university. It is thus strongly recommended to be careful when applying the results. Further studies with participants from different cultural backgrounds are necessary to develop a global understanding of strategies that can best improve preservice teachers' sense of self-efficacy to implement inclusion. The second limitation is that the interview was conducted by one of the leading lecturers, which would potentially influence interviewees to purposefully avoid giving unfavorable answers to the interview. The third limitation is the lack of a control group to compare and contrast the increase and decrease of preservice teachers' sense of self-efficacy scores. Since the control group receives no intervention (the seminar), it can serve as the baseline to compare groups and better assess the effectiveness of the seminar. Without a control group, it is challenging to minimize the effect of other variables that may influence the effectiveness of the seminar.

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Appendix A

Interview questions

(1) Question one: What does inclusive English teaching mean for you now? Has the seminar changed your understanding of teaching English inclusively?

(2) Question two: Does our seminar help you to improve your sense of self- efficacy for implementing inclusion in your English teaching?

➢ Regarding "efficacy in using inclusive instruction" ("EII"):
- Do you know how to design differentiated lessons after the seminar? If yes, what role does the seminar play? If not, what are the reasons?

➢ Regarding "efficacy in collaboration" ("EC"):
- Do you know how to cooperate with other professionals or parents? If yes, what role does the seminar play? If not, what could be the potential reasons?

➢ Regarding "efficacy in managing behavior" ("EMB"):
- Are you able to manage students' behavior problems? If yes, what role does the seminar play? If not, what could be the potential reasons for that?

(3) Question three: In the end, any other feedback, thoughts, opinions on the current seminar

Beitragsinformationen[2]

Zitationshinweis:
Tan, R., & Amrhein, B. (2019). Impact of Training on Preservice Teachers' Sense of Self-efficacy to Implement Inclusive Teaching in the English Language Classroom. *Herausforderung Lehrer_innenbildung, 2* (3), 365–382. https://doi.org/10.4119/hlz-2474

Eingereicht: 19.02.2019 / Angenommen: 08.10.2019 / Online verfügbar: 08.11.2019

ISSN: 2625–0675

[2] Das diesem Artikel zugrunde liegende Vorhaben Bi[professional] wird im Rahmen der gemeinsamen „Qualitätsoffensive Lehrerbildung" von Bund und Ländern aus Mitteln des Bundesministeriums für Bildung und Forschung gefördert (Förderkennzeichen: 01JA1908). Die Verantwortung für den Inhalt dieser Veröffentlichung liegt bei den Autorinnen.

Deutsche Informationen

Titel: Auswirkungen inklusiver Lehrer_innenbildung auf das Selbstwirksamkeitsgefühl angehender Englischlehrkräfte im inklusiven Unterricht

Zusammenfassung: Inklusive Lehrer_innenbildung soll sicherstellen, dass angehende Lehrkräfte gut darauf vorbereitet sind, alle Schüler_innen – unabhängig von ihren individuellen Unterschieden – in den Klassenverband aufzunehmen (Winter, 2006). Um die Wirksamkeit inklusiver Lehrer_innenbildung zu evaluieren, ist es wichtig, das Selbstwirksamkeitsgefühl angehender Lehrkräfte bezüglich der Umsetzung von Inklusion zu untersuchen. Im Rahmen dieser Studie konzipierten wir ein inklusives Lehrerbildungsseminar und verwendeten ein Mixed-Methods-Design, um dessen Wirkung zu untersuchen. 25 Lehramtsstudierende (13 weiblich, 12 männlich) nahmen an dem Seminar teil, und es wurden Daten zum Selbstwirksamkeitsgefühl (TEIP, Teacher Self-efficacy for Inclusive Practices) aller Teilnehmer_innen vor und nach dem Seminar erhoben sowie qualitative Interviews mit fünf Teilnehmer_innen durchgeführt. Die Auswertung der Umfragedaten zeigte einen signifikanten Anstieg des Selbstwirksamkeitsgefühls nach dem Seminar, insbesondere bezüglich der Gestaltung inklusiver Arbeitsaufträge und der Kooperation mit anderen Lehrkräften. Weiterhin zeigte sich auch eine signifikante Verminderung des Selbstwirksamkeitsgefühls bezüglich des Umgangs mit störendem Verhalten von Schüler_innen. In unserer induktiven Analyse der Interviewdaten identifizierten wir anschließend fünf Faktoren, die das Selbstwirksamkeitsgefühl der Lehramtsstudierenden beeinflussten: Wissen über Inklusion und Sonderpädagogik; kognitive Beherrschung pädagogischer Techniken; Simulationen und Nachahmung; positive Rückmeldung und Ermutigung; sowie praktische Beherrschung pädagogischer Techniken. Auf der Grundlage dieser Ergebnisse diskutieren wir Empfehlungen für die Gestaltung inklusiver Lehrer_innenbildung.

Schlüsselwörter: Lehrer_innenbildung, Selbstwirksamkeitsgefühl, Inklusion, Englischunterricht