

UNDERSTANDING LANGUAGE TEACHER'S CULTURALLY RESPONSIVE TEACHING SELF-EFFICACY AND ITS ENHANCEMENT THROUGH LEARNING STUDY WITH YOUNG CHINESE LANGUAGE LEARNERS

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BACKGROUND: Chinese language learners (CLLs) in Hong Kong mainly came from ethnic minorities (EMs) of South Asia. To preclude marginalization, education for EMs became a controversial issue. Frontline Chinese language teachers often encounter difficulties in teaching due to inadequate training. Though teachers play an important role in young CLL's learning of Chinese as a L2, their self-efficacy in engaging EM students was under-investigated.

RESEARCH QUESTIONS: The first part explored the development and validation of the Culturally Responsive Teaching Self-Efficacy (CRTSE) of Hong Kong teachers. The second part investigated the effectiveness of Learning Study on teaching Chinese as a L2 to young CLLs
Theoretical Framework: The Culturally Responsive Teaching Self-Efficacy (CRTSE) Scale developed by Siwatu was modified and validated to provide a reliable assessment measuring teacher's self-efficacy on teaching in a culturally diverse classroom in Hong Kong. Learning Study was employed with the Culturally Responsive Teaching Approach to facilitate the learning and teaching of Chinese as a L2 to young CLLs. Variation Theory underlying Learning Study offered a theoretical framework on how lesson was planned, taught and reviewed.

METHODOLOGY: 128 Chinese language teachers were recruited for the validation of scale. Further data collection from 166 teachers revealed the current phenomenon faced by teachers in Hong Kong. The changes on CRTSE of two teacher participants were explored in-depth through Learning Study. Discussion and reflection during meetings of collaborative lesson planning, lesson structure and teacher interview were analyzed qualitatively. The Structured Test was developed according to the objects of learning to assess students' learning outcomes.

RESULTS: The internal reliability was 0.969 and a 5-factor solution with Varimax Rotation was found. Teachers scored the lowest on factor "Awareness of cultural difference" (Mean= 48.98; S.D.=18.87) and the highest on factor "Development of positive and trusting relationship" (Mean= 68.90; S.D.=11.90). Measured by the Chinese CRTSE Scale and the Structured Test, both teachers and young CLLs have showed improvement on their teaching and learning after the Learning Study.

SIGNIFICANCE: This study was a pioneering research on the enhancement of teacher's CRTSE through Learning Study. This Learning Study showed positive outcomes of CLLs and professional growth of teachers.