

Conditions and influences of online learning environments on the development of foreign language teachers' professionalism in culturally hybrid and multilingual classrooms (working title)

Recent studies show that foreign language teachers do not feel prepared or trained to handle classrooms with increasing cultural and linguistic diversity (cf. Heyder/Schädlich 2014; Viebrock 2018; Kreft forthcoming 2020; Kreft/Viebrock forthcoming 2020). Against this backdrop, teachers need to be supported in terms of relevant theoretical background knowledge, material and task suggestions, and provided with (peer) feedback and self-reflective phases in order to be able to deal with the outlined demands in a professional way and develop a transcultural awareness. Especially online learning environments, i.e. ePortfolio or digital learning units with classroom videos, often implemented in blended learning scenarios seem to have a positive impact on teachers' professional skills (cf. Lipowsky 2010; Schramm/Bechtel 2019). This is why its impact and influences on teachers' transcultural awareness and corresponding (pre-)conditions are topic of research in this postdoctoral qualification project.

Part of the project is the development and evaluation of an in-service teacher training module that is conducted through blended learning and addresses and discusses theoretical input that will be implemented in practice followed by an evaluation phase. In addition, test items gathering information on individual developmental stages of the participants concerning transcultural awareness will be developed. The so called 'reflection assistant' (Sussex/Kreft 2019) is further used to support participants in their (self-)reflective process. Currently, the postdoctoral qualification project is in its exploration and initiation phase.

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