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Development and validation of the mathematics teachers' beliefs about English language learners survey (MTBELL).

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Summary: Given the increasing number of English Language Learners (ELLs) in secondary mathematics classrooms, it is imperative that mathematics teacher educators develop measures for determining how and why secondary mathematics teachers (SMTs) understand and respond instructionally to these students. This paper reports on the initial development and validation of the Mathematics Teachers' Beliefs about English Language Learners survey, an instrument that measures SMTs beliefs, attitudes, knowledge base, and instructional practices in relation to meeting the academic and language needs of ELLs. Through piloting processes, the instrument was refined for a research study through which reliability and validity were established. The five constructs identified from exploratory factor analysis illustrate perceived opportunities and barriers in meeting ELLs' academic and language needs among SMTs.

Classification: C29 C50 C60

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