



Teaching Beliefs and Efficacy of Preservice English Teachers on Differentiated Instruction Practice in Multilingual Classrooms

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Abstract: Assessing teachers' beliefs and efficacy in adopting pedagogical strategies supporting multilingual learners is imperative as linguistic diversity continues to grow in the twenty-first-century classroom. Teachers differentiating their instruction can address the needs of multilingual learners and produce better learner motivation and outcomes. However, local and international studies investigating teachers' beliefs and efficacy in practicing differentiated instruction (DI) in a multilingual setting are scarce. Thus, this study intends to determine preservice English teachers' teaching beliefs and efficacy when differentiating instruction for multilingual students. Findings from a survey questionnaire adapted from previous related studies and administered to 164 preservice English teachers of a Teacher Education Institution (TEI) enrolled as respondents/participants in the present study revealed their positive beliefs and high self-efficacy toward practicing DI in order to support linguistically diverse students. Furthermore, the findings from study's attempt to determine whether a significant relationship existed between teaching beliefs and efficacy showed a significant correlation between them. Although findings showed respondents' good disposition toward DI practices in general, there is still scope for improving TEI curriculum through corpus-based studies to determine and work on areas needing development and impart continuous training in order for teaching professionals to enhance their skills in DI practice in multilingual classrooms.

Keywords: Differentiated Instruction, Multilingualism, Teaching Beliefs, Teaching Efficacy

Introduction

Classrooms are becoming more multilingual (Tomlinson 2004). In mainstream classrooms worldwide, many students cannot speak the predominant language (Milani 2007; Durgunoğlu and Hughes 2010). This proves the prevalence of learners with different linguistic backgrounds, often referred to as isolated English language learners (ELLs) (Durgunoğlu and Hughes 2010). Dack (2019b) stated that schools must implement measures to cater to and support the fulfillment of the unique needs of such students, which requires teachers to possess complex skills such as analyzing individual student needs, designing flexible learning activities, instructional approaches, and assessments and continuous evaluation of assessment strategies. It goes alongside creating and maintaining a positive

Beliefs About Text And Instruction With Text

**Catherine Bohn-Gettler, Johanna
Kaakinen**



Beliefs About Text And Instruction With Text:

Beliefs About Text and Instruction With Text Ruth Garner, Patricia A. Alexander, 2019-06-06 Every day in classrooms teachers and students think about and with text Their beliefs about what text is who created it and how to evaluate it are an influence often a profoundly important one on how they use text This book brings together research on epistemology belief systems teacher beliefs and text research that is usually presented separately and in different disciplines The editors illustrate what a cross disciplinary body of work looks like what varied insights are possible and when the central concerns are beliefs and text Written by respected researchers in the fields of psychology and education the chapters are clustered thematically into three sections childrens and adults beliefs about text beliefs about what should be taught and how particular content should be taught and assessed in classrooms commentary on knowing versus believing on the literatures that inform this body of work and on belief systems The first to address this important topic in a single volume this book provides an essential synthesis of current research in an active area of inquiry The chapters are pieces framed in a time and place with particular intentions one of those intentions is that they separately and as a whole stimulate discussion about beliefs and text

Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

Handbook of College Reading and Study Strategy Research Rona F. Flipppo, Thomas W. Bean, 2018-06-12 The most comprehensive and up to date source available for college reading and study strategy practitioners and administrators the Third Edition of the Handbook of College Reading and Study Strategy Research reflects and responds to changing demographics as well as politics and policy concerns in the field since the publication of the previous edition In this thorough and systematic examination of theory research and practice the Handbook offers information to help college reading teachers to make better instructional decisions justification for programmatic implementations for administrators and a complete compendium of both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategies Addressing current and emerging theories of knowledge subjects and trends impacting the field the Third Edition features new topics such as disciplinary literacy social media and gaming theory

Handbook of Research on

Reading Comprehension Susan E. Israel, Gerald G. Duffy, 2014-06-03 The Handbook of Research on Reading Comprehension assembles researchers of reading comprehension literacy educational psychology psychology and neuroscience to document the most recent research on the topic It summarizes the current body of research on theory methods instruction and assessment including coverage of landmark studies Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension the volume is organized around seven themes historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension cultural impact on reading comprehension where to from here This is an essential reference volume for the international community of reading researchers reading psychologists graduate students and professionals working in the area of reading and literacy **Text Relevance and Learning from**

Text Gregory Schraw, Matthew T. McCrudden, Joseph P. Magliano, 2011-08-01 Why do people from similar backgrounds who read the same text construct different meanings Is there a question behind every reading goal such that reading is an interactive process of asking and answering of questions Do people who believe that knowledge is dynamic construct meaning differently than those who believe that knowledge is certain This volume addresses questions such as these and presents cutting edge research and theory that explores how readers determine text relevance i e the different values they assign to information as they read how relevance affects understanding and the implications of these studies for theories of text comprehension This volume documents in a compelling manner the ongoing international effort to understand how text relevance affects reading and comprehension Contributing authors represent major academic institutions on three continents and nine countries demonstrating the multinational interest in text relevance Why is there so much interest in text relevance Learners are inundated with unprecedented amounts of information and increased research regarding how readers process non traditional texts e g documents on the web and multiple documents for example underscores the importance of understanding how readers determine the relevance of text information for personal academic or professional goals which can enable educators to design learning situations that help learners get the most out of reading Handbook of

Educational Psychology Patricia A. Alexander, Philip H. Winne, 2006 Provides coverage of the field of educational psychology This book includes topics such as adult development self regulation changes in knowledge and beliefs and writing It is useful to scholars teacher educators practitioners policy makers and academic libraries It is also suitable for graduate level courses in educational psychology **What Happens when Students Read Multiple Source Documents in History** ,1995

Emotions in Reading, Learning, and Communication Catherine Bohn-Gettler, Johanna Kaakinen, 2024-08-16 This book brings together experts engaging in empirical studies on how emotion influences learning and processing for varying text types in different contexts In our current era learners are confronted with many and varying sources of information such as news media books websites social media scientific articles communicative interactions and more In addition individuals must

learn from such sources making it important to critically examine the factors underlying learning from text and discourse. Importantly, the valence, pleasantness, and activation intensity of learners' emotions can influence the quality of processing, which could help or hinder the learner's ability to understand and learn from text. The chapters included in this book work toward developing a more comprehensive understanding of the influence of emotions in supporting learning, comprehension, processing, and conceptual change to draw important connections to the broader fields of text and discourse learning and motivation. This is an important and illuminating read for students and scholars of psychology, education, and educational technology. The chapters in this book were originally published as a special issue of *Discourse Processes*.

Handbook of Epistemic Cognition Jeffrey A. Greene, William A. Sandoval, Ivar Bråten, 2016-01-22. The *Handbook of Epistemic Cognition* brings together leading work from across disciplines to provide a comprehensive overview of an increasingly important topic: how people acquire, understand, justify, change, and use knowledge in formal and informal contexts. Research into inquiry, understanding, and discovery within academic disciplines has progressed from general models of conceptual change to a focus upon the learning trajectories that lead to expert-like conceptualizations, skills, and performance. Outside of academic domains, issues of who and what to believe and how to integrate multiple sources of information into coherent and useful knowledge have arisen as primary challenges of the 21st century. In six sections, scholars write within and across fields to focus and advance the role of epistemic cognition in education. With special attention to how researchers across disciplines can communicate and collaborate more effectively, this book will be an invaluable resource for anyone interested in the future of knowledge and knowing. Dr. Jeffrey A. Greene is an associate professor of Learning Sciences and Psychological Studies in the School of Education at the University of North Carolina at Chapel Hill. Dr. William A. Sandoval is a professor in the division of Urban Schooling at the UCLA Graduate School of Education and Information Studies. Dr. Ivar Bråten is a professor of Educational Psychology at the Faculty of Educational Sciences at the University of Oslo, Norway.

Handbook of Individual Differences in Reading Peter Afflerbach, 2015-08-11. The central unifying theme of this state-of-the-art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading. Previous research focused on cognitive components of reading signaled the need for ongoing work to identify relevant individual differences in reading to determine the relationships of individual differences to reading development and to account for interactions among individual differences. Addressing developments in each of these areas, this volume also describes affective individual differences and the environments in which individual differences in reading may emerge, operate, interact, and change. The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today: the outcomes that are expected from successful teaching and learning and the manner in which reading development is assessed. An important contribution of this volume is to provide *prima facie* evidence of the benefits of broad conceptualization of the ways in which readers differ. The *Handbook of Individual Differences in Reading* moves the

field forward by encompassing cognitive non cognitive contextual and methodological concerns Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this area

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