

# Foreword

Student learning in school settings has two fundamental goals. First, students should acquire knowledge and skills in each area of the curriculum (language, mathematics, science, etc.) needed for further education, for entering the workplace, and for civic participation. Second, students should understand what it means to be a learner, how to formulate strategies and reflect on outcomes, how to use resources and collaborate with others to learn. This second goal, the self-regulation, socially shared regulation, and coregulation of learning, refers to processes that orient and motivate future learning, inside or outside school. In *Self-Regulation in Learning*, Alison Bailey and Margaret Heritage examine the first goal with a focus on language learning, but their overarching concern is with the second goal: regulation of learning in classrooms.

Bailey and Heritage take a fresh look at important elements of these goals:

- ◆ Various ways students learn (through self-regulation, socially shared regulation, coregulation)
- ◆ Language as a resource for these processes, and language development as an outcome
- ◆ Formative assessment practices designed to support the regulation of learning and to help students discover what learning to learn means

The book begins with an overview in chapter 1, “The Essentials: Putting Regulatory Processes, Language Learning, and Formative Assessment Together.” In this chapter, Bailey and Heritage examine the processes of regulation and show, through concrete examples of classroom interactions, how they are linked to language learning and formative assessment. The

next chapters focus successively on each type of regulation: chapter 2 on self-regulation, chapter 3 on socially shared regulation, and chapter 4 on coregulation. The final chapter discusses how classroom practices must be transformed to ensure the integration of these processes.

The examples presented in chapters 2, 3, and 4 highlight key features of each process of regulation but also show that all three processes act synergistically in classrooms. When students learn on their own (self-regulation) or learn through collaboration (socially shared regulation), various aspects of teacher-guided coregulation are simultaneously present: teachers structure the learning tasks, provide tools, define goals, ask questions, and give feedback. For example, in chapter 2, when Alan reflects on his response to a fraction problem, his self-regulatory behavior takes into account both the line of questioning of the teacher and the answers proposed by other students. In chapter 3, when Sophie, Gael, and Julie discuss possible revisions of their graphic novel, their discussion is shaped by the way the teacher sets up the task (each student group receives feedback from another group) and by the teacher's question: "What do you have to do to take the story to the next level?" At the same time, coregulation and socially shared regulation do not function independently of self-regulation; they incorporate aspects of individual self-regulation. For example, in Ms. Garcia's interaction with Aidan (chapter 4), she bases her advice on Aidan's self-monitoring: "You want to check on this one? . . . Your answer might be right. And I'm not saying it's wrong. It's always good to go back and check." The exchanges between Sophie, Gael, and Julie (chapter 3) show that their shared regulation (expressed by their use of the term *we*) draws on proposals reflecting individual self-regulation (appraisals by each student as to the best way to adjust the text: for Sophie, "make the story more fluid"; for Gael, "just add more subtle details"). In summary, educators clearly need to integrate self-regulation, socially shared regulation, and coregulation, as discussed and illustrated in chapter 5, to foster learning to learn in today's classrooms.

In addition to the many concrete examples of learning activities, classroom interactions, and formative assessments presented in each chapter, Bailey and Heritage provide, at the end of chapters 2, 3, and 4, questions and suggestions for teachers to consider and resources for observing regulatory processes in the classroom. In chapter 5, they also make recommendations for school leaders and teacher educators.

*Self-Regulation in Learning* emphasizes English learners. These students, for whom English—the language of instruction—is not their native or home language, are often designated in the United States as *English language learners* or, in the United Kingdom, as *learners of English as an additional language*. Many of the examples in the book concern these students, and suggestions are presented for teachers who work with them. Although the specific needs of these students should be recognized, students whose native or home language *is* English encounter many similar challenges when learning to read, write, and use English to learn other subjects. The observations, analyses, and proposals that Bailey and Heritage present are thus relevant for a wide range of students and teachers in K–12 classrooms.

This book synthesizes the results of contemporary research on student learning and incorporates the authors' direct experience of collaboration with classroom teachers. Its analyses and proposals will be of interest to classroom teachers, teacher candidates, teacher educators, and professional learning providers, as well as school administrators who wish to develop self-regulation, socially shared regulation, and coregulation in their schools and districts. Educational researchers and graduate students will also find a wealth of ideas that can stimulate new directions of research on classroom learning.

This book is a call to action for us all!

*Linda Allal*  
*Professor Emeritus*  
*University of Geneva, Switzerland*