

Preface

There is a large gap in the education world when it comes to understanding how students acquire the abilities to regulate their own learning, which is key to becoming a lifelong learner, as well as assist and be assisted by others to regulate learning. As a consequence, teachers have few resources that can help them understand the mutually reinforcing relationship between these regulatory processes and students' language development and apply that knowledge in their classrooms.

In this book, we describe self-regulation and shared regulatory processes and show how they rely on a robust linguistic repertoire and, in turn, contribute to language learning. Through practical examples, we will show how teachers can help students in acquiring the language and skills to regulate their own learning. In particular, we argue that these processes can best be supported in a classroom organized around the key principles of formative assessment. In formative assessment, students understand the goals of their own learning, which is continuously monitored through self-assessment and other feedback.

Because of the close connection between these learning processes and language, the approach outlined in this book is of particular relevance for teachers of English learners. All students can develop the regulatory processes and the associated behaviors and dispositions that we describe in this book. We reject outright the notions that some students, particularly students from poor families and students who are English learners, lack some necessary qualities, background, or motivation to self-regulate, regulate the learning of others, and be regulated by teachers and peers. This book applies to *all* students, not just a privileged few, because each student must develop the necessary skills for success in college, careers, and life. However, the

book will be particularly pertinent to teachers of English learners. These students would benefit from the greater degree of autonomy that regulatory processes can provide as they face the dual challenge of acquiring English and new content. Students can take charge, bringing efficiency and agency to their language and content learning.

We are grateful to Harvard Education Press for the opportunity to write this book. *Self-Regulation in Learning* brings to fruition many years of our joint thinking and interests. While writing the book, we ourselves have used self-regulation, socially shared regulation, and coregulation to grapple with sometimes-hard-to-grasp ideas and to analyze classroom practices to bring these ideas to life. We have greatly enjoyed ourselves and have had the added bonus of learning a lot along the way.

We are proud to dedicate this book to two extraordinary teachers, Gabriella Cardenas and Olivia Lozano. They have been our teachers for many years, showing us what exemplary practices in the areas we focus on look like and helping us understand what it takes to put them into practice. We have seen the results among their students, whether they are from Skid Row or more affluent areas of Los Angeles, and the results are remarkable. We owe them both an immense debt of gratitude.

Incorporating regulatory learning processes into classroom practice will require some transformations in how many teachers do business day-by-day. In this book, we offer a vision for transformative practice through real classroom examples and testimonies from students. We hope that these examples will be a source of inspiration for teachers to undertake the changes needed for students' regulation in learning. We firmly believe that if they do, the payoffs to them and their students will be worth their investment of time and energy.

Now let's get started!