

Developing Self-regulated Learners in the Language Classroom

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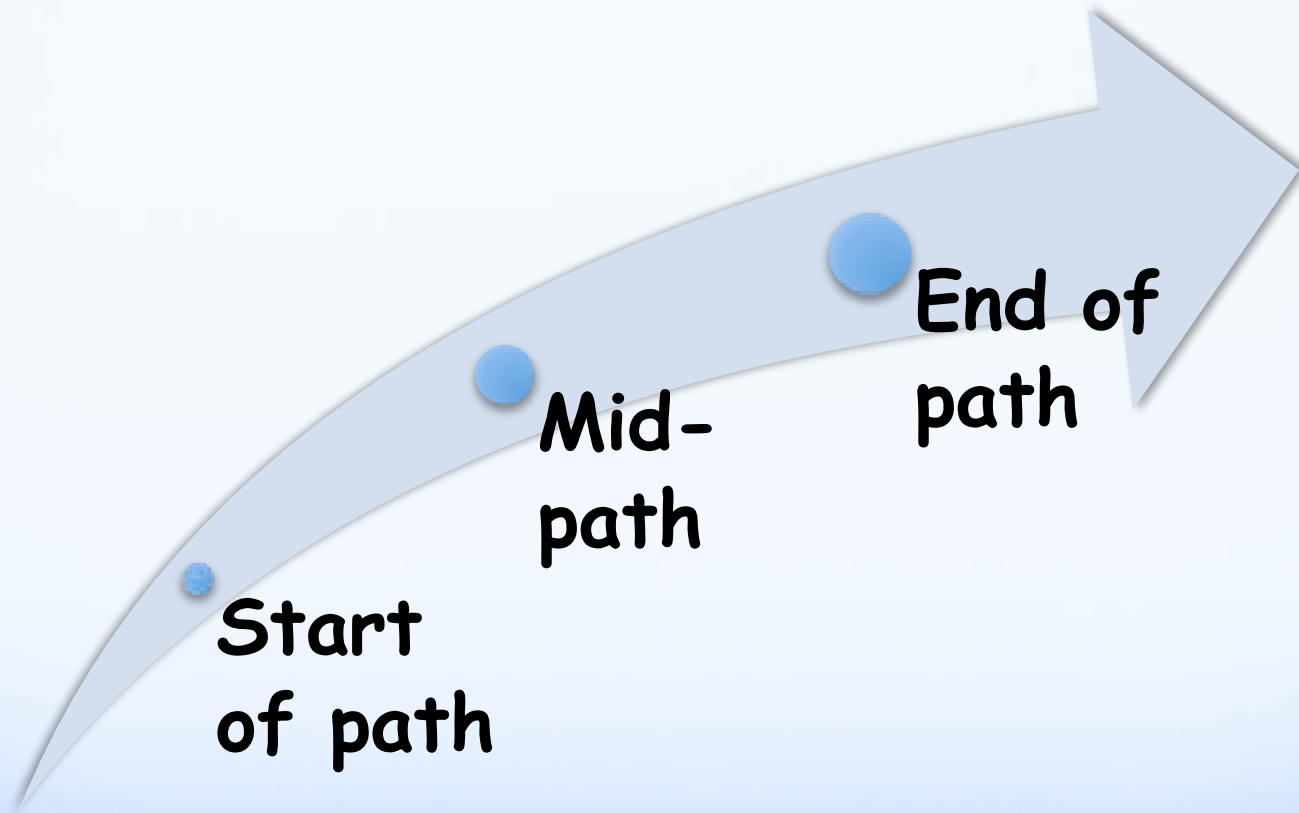
Purposes

- Provide rationale for developing self-regulated language learners.
- Suggest guidelines for planning instruction that develops self-regulated learning.

Self-regulated Learners

- Understand their own thinking and learning processes.
- Set own learning goals.
- Plan and organize a learning task.
- Monitor the task in progress.
- Identify problems and seek solutions.
- Accurately evaluate completed task.
- Can manage own learning.
 - (Zimmerman & Schunk, 2001)

A Path Towards Self-regulated Learning



Content through Language/Language through Content

- **Simultaneous conceptual and linguistic development;**
- **Use of L1 prior knowledge;**
- **Motivating for students and teachers.**

Two Content/Language Models

- **CBI - Content-based Instruction**
 - (Chamot, 2009; Kaufman & Crandall, 2009)
- **CLIL - Content and Language Integrated Learning**
 - (Bentley, 2010; Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011)

Understanding by Design (UbD)

- Teaches for enduring conceptual understanding.
- Assessment designed before lesson activities.
- Original focus on K-12 curriculum subjects.
- Recent use in planning foreign language instruction.
- Can be integrated with instructional models such as content-based language instruction.
 - (ACTFL, 2006; Eddy, 2012; NCLRC 2014; NFLC, 2014; Wiggins & McTighe, 2005)

Major Features of UbD

- **Big Idea(s):** The concept(s) that students will understand and remember.
- **Essential Questions:** The questions that will lead students to understand the Big Idea.
- **Backward Design:** Planning assessments of lesson objectives before planning learning activities/tasks.
 - (McTighe & Wiggins, 2013; Wiggins & McTighe, 2005)

UbD Stage 1: Desired Results

- Content and Language Standards
- Big Ideas (Content and Language)
- Essential Questions (Content and Language)
- Student Learning Objectives (Content, Language, Self-regulation Strategies)

UbD Stage 2: Assessment Evidence

- How students will be assessed
 - Performance assessment
 - Other evidence
- Rubrics or assessment criteria based on Big Ideas and Essential Questions
 - For content
 - For language
 - For self-regulation strategies

UbD Stage 3: Learning Plan

- **Materials needed**
- **Learning activities/tasks**

CALLA Instructional Learning Plan (Chamot, 2009)



Developing Self-regulation in Content and Language

- **Goal-setting and planning**
- **Monitoring**
- **Problem-solving**
- **Evaluating**
 - Chamot, 2009; Cohen, 2011; Griffiths, 2013; Oxford, 2011; Vandergrift & Goh, 2012)

Learner Self-Management

- Understanding and arranging conditions that facilitate learning;
- Setting own goals;
- Monitoring progress towards goals;
- Evaluating achievement of goals.
 - (Rubin, 2001; 2005)

Conclusion

- Language learners in CBI and CLIL programs can learn content and language more effectively through:
 - Developing self-regulation strategies;
 - Instructional planning based on Understanding by Design model.
- Classroom-based research needed to explore effectiveness of UbD for CBI and CLIL instruction.

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