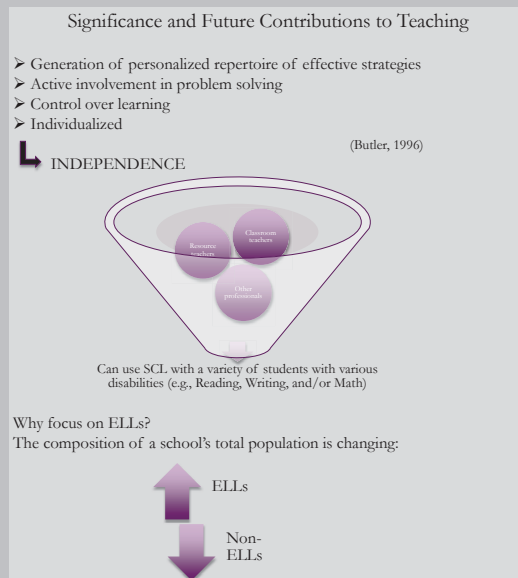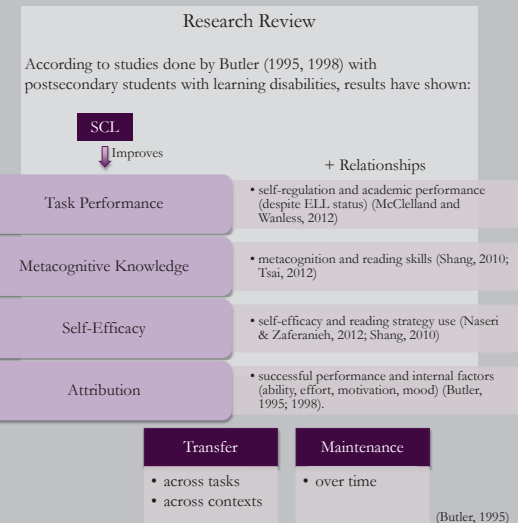# Fostering Self-Regulated Learning by Elementary Students Who Are English Language Learners with Reading Difficulties
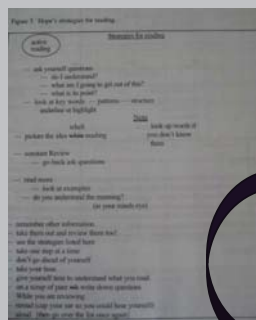
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Significance and Future Contributions to Teaching

➢ Generation of personalized repertoire of effective strategies
➢ Active involvement in problem solving
➢ Control over learning
➢ Individualized

(Butler, 1996)

↳ INDEPENDENCE

Can use SCL with a variety of students with various disabilities (e.g., Reading, Writing, and/or Math)

Why focus on ELLs?
The composition of a school's total population is changing:

ELLs

Non-ELLs

How can upper elementary students who are English language learners (ELLs) with reading difficulties be supported to become self-regulated learners?

Discovery Learning → **Strategic Content Learning (SCL)** ← Direct Instruction

(Butler, 1995)

Research Review

According to studies done by Butler (1995, 1998) with postsecondary students with learning disabilities, results have shown:

SCL ⇩ Improves

	+ Relationships
Task Performance	• self-regulation and academic performance (despite ELL status) (McClelland and Wanless, 2012)
Metacognitive Knowledge	• metacognition and reading skills (Shang, 2010; Tsai, 2012)
Self-Efficacy	• self-efficacy and reading strategy use (Naseri & Zaferanieh, 2012; Shang, 2010)
Attribution	• successful performance and internal factors (ability, effort, motivation, mood) (Butler, 1995; 1998).

Transfer	Maintenance
• across tasks • across contexts	• over time

(Butler, 1995)

Future Research
More research is needed with students who are ELLs and with younger students.

(Strategy sheet example from Butler, 1996, p. 16)

Strategy Revision

Teacher gets student to edit strategies if needed.

Open questions:
How can we fix this strategy so it works?
How can this strategy be adapted or modified to achieve the goal?
Is there another way to achieve the goal (e.g., figure out what the word/passage means)?

*Note: Student puts the effective strategies used in his/her own words and keeps track of them on cumulative "strategy sheets."

Instructional Guidelines:
Teacher promotes *interactive discussions* through "strategic questioning." There is no set "script" so teachers go off what students say, their skills, and their strengths/weaknesses. Therefore, the questions provided are general examples.

(Butler et al., 2005)

Goal:
Learn "how to" use efficient strategies to accomplish tasks.

Students Role:	Teacher's Role:
decision makers	guide students

(Butler, 1996)

Task Interpretation

Teacher and student co-define task demands (e.g. class assignments).

Open questions:
What is the task/goal?
What do you have to do here?
What do you need to find out?
What is the purpose of the task?

Strategy Development

Teacher and student co-construct strategies to meet task demands.

Open question:
How would you achieve the goal?
What could you do to understand this reading passage?
What strategy are you using to answer this part of the assignment/question?
What are you doing to help you understand what you are reading?
What strategy have you used when reading a text in your first language that you could use when reading a text in English?
When you re-read the word/passage and still can't figure out what it means, what else could you do?

*Note: Teacher keeps validating what student is doing well and uses student's errors as a way to develop better strategies. Students do not make up their own strategies. Instead, teacher builds from the student's existing knowledge and skills. If needed, teacher offers suggestions to promote discussion.

Self-Assessment

Teacher gets student to reflect on strategies used and performance outcomes.

Open questions:
How well is this strategy working? How do you know?
What part of this strategy is working for you?
What is not working here?
How do you know if this strategy is working?
How can you check your work and see if you are understanding the reading passage?
What part of the strategy helped you be successful and reach the goal?

one on one
small group
large group

Setting

(Butler, 2002)

(SCL components adapted from Butler, 1998; Butler et al., 2005)

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